DOCUMENT RESUME

ED 459 975 RC 023 308

AUTHOR	Carnie, Fiona
TITLE	Setting Up a Small School: Information Pack.
INSTITUTION	Human Scale Education, Bath (England).
ISBN	ISBN-1-898321-03-5
PUB DATE	1999-04-00
NOTE	66p.; Supported by Esnee Fairbairn Foundation (formerly Charitable Trust).
AVAILABLE FROM	Human Scale Education, 96 Carlingcott, Nr Bath, BA2 8AW, UK (7.50 British pounds plus 3 pounds postage). E-mail: info@hse.org.uk.
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Administrative Organization; Educational Environment; Educational Finance; Elementary Secondary Education; *Financial Support; Foreign Countries; Governance; *Nontraditional Education; Parent School Relationship; *Private Schools; Resource Materials; *School Administration; School Community Relationship; *Small Schools; Teacher Selection
IDENTIFIERS	United Kingdom

ABSTRACT

A growing number of families are looking for alternative ways to educate their children, as discontent with mainstream schooling rises. Human Scale Education sees the problem with the education system in the United Kingdom as one of size and believes that most schools and classes are too large for children to be known individually by their teachers. This information pack has been written to support those interested in setting up their own educational project. Chapters cover getting started, finding a building, setting up a charity, setting up a company, setting up a cooperative, registering with the Department for Education and Employment (DfEE), employing staff, funding and fundraising, public relations, management structures and decision making, working with parents, working with the local community, curriculum and examinations, and equipment. Relevant references, contact information, and useful organizations are given in each chapter. Much of the information is specific to the United Kingdom, but readers from other countries will find that it can be applied to other situations. A chapter on relevant research summarizes findings on the effectiveness of smaller educational structures, which can be used in making one's case to funders, the media, and parents. For each piece of research, contact information is given for further details. A final chapter describes how Human Scale Education can help. Appendices present a sample contract, two case studies, and information about Human Scale Education. A list of 22 publications for further reading and 11 useful contacts is included. (TD)

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ED 459 975

SETTING UP A SMALL SCHOOL

INFORMATION PACK

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Human Scale Education

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Setting up a Small School was compiled and written by Fiona Carnie, Human Scale Education Coordinator.

Published by
Human Scale Education
96 Carlingcott
Bath BA2 8AW

ISBN 1-898321-03-5

© Human Scale Education April 1999

Acknowledgements

I am grateful to Laura Diamond, Colin Hodgetts and Mary Tasker for reading and commenting on the draft and to the following individuals for contributions on their schools:

Stephen Biggins – Dame Catherine Harpur's School, Rose Lane, Ticknall, Derbyshire DE73 1JW tel. 01332 862792
Jan Grayson – Bramingham Park Study Centre, 8A Leamington Road, Luton, Bedfordshire LU3 3XG tel. 01582 490861
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Jane Wharton – Cave School, 2 Rectory Grove, London SW4 ODZ tel. 0171 622 7186

I also appreciate the help given by
Terry Hegarty – Independent Schools Team, Department for Education and Employment
Stephanie Willington – Industrial Common Ownership Movement

Human Scale Education is grateful to the Esmée Fairbairn Charitable Trust whose generous support has enabled us to produce this Information Pack.

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INTRODUCTION

A GROWING NUMBER OF FAMILIES are looking for alternative ways to educate their children as discontent with mainstream schooling rises. The legal requirement in state schools to teach a narrow national curriculum, the emphasis on formal learning methods and the continuing existence of large classes all make it difficult for schools to meet the educational and developmental needs of many of our children. Children and young people learn best in situations in which their individual needs can be taken account of. Consequently we are seeing an increase in the number of small, parent-run schools and learning centres being set up around the country which can tailor an educational experience to suit each child.

Human Scale Education sees the problem with the education system in this country as, essentially, one of size and believes that most schools and classes are too large for children to be known individually by their teachers. In a situation in which teachers and children know each other well children feel secure and supported and this helps them to develop the confidence and self-esteem that are the vital precursors to learning.

There are many other advantages of smaller schools or learning centres:

- children relate more easily across age groups and peer group pressure is less apparent
- teachers can be more flexible and innovative in their methods and approaches to learning
- teachers and children can maintain a more peaceful learning environment
- teachers and children can make use of people and resources in the local community
- children can more easily be involved in making decisions about their own learning and in the running of the school
- parents can be involved more meaningfully

Education is not about filling an empty vessel with facts. Children are naturally interested in the world around them and education is about developing that interest in a way that makes them want to continue learning. It is about helping them understand themselves, their world and their place in it.

This information pack has been written to support parents, teachers, home educators and anyone else interested in setting up their own educational project. It is not an easy road to travel but it is a challenging one on many levels. The purpose of this pack is to help you on the way and enable you to avoid pitfalls that others before you have fallen into.

1. GETTING STARTED

Setting up a school or learning centre is a time and energy consuming process and is more likely to be successful if a group of people who share a vision work together.

There are a number of ways to get the ball rolling. Most important of all is to establish a small group of people who can work together on the project and can reach broad agreement about the kind of school that they want to see. This group is often formed either through personal contacts or as a result of an open (and widely advertised) meeting.

Once the initial group has been formed a series of meetings should be organised to establish common ground and agree the basics of how the school will run. There is a range of issues which should be discussed early on to establish areas of broad consensus such as:

- What is the purpose of the school or learning centre?
- What do parents expect the children to learn?
- Will the school adhere to any specific philosophy (Steiner, Montessori, Freinet etc)?
- What age range will it serve?
- Will lessons be compulsory?
- Will children be allowed to attend on a part-time basis?
- Will the school follow the National Curriculum?
- Will the school enter children for exams?
- To what extent will parents be involved in running the school?
- How will the school be funded? Will fees be charged?
- How many children with learning difficulties/behavioural problems will be accepted?

Membership of this group will shift. People will join and others leave as they see whether their ideas are compatible with those of the rest of the group. The fact that people are dissatisfied with the education that is on offer in their local schools does not mean that they will agree with others about how an alternative should be organised.

Projects which have been established in recent years have taken many different forms and are as varied as the people behind them. Some snapshot examples:

THE PARENT-RUN SCHOOL

Some consider that parents should be involved as equal partners with teachers in their child's education and the structure of their project reflects this partnership. Parents run the school and share the teaching, fundraising and administrative work. A commitment to such a school inevitably involves a considerable amount of time on the part of all parents as well as an undertaking to share responsibility for their child's learning.

THE ENVIRONMENTAL SCHOOL

When environmental values are placed at the heart of a school it affects policies, ethos and the actual building and materials used as well as the curriculum. Not only do children learn about global warming, food miles and the finite resources of the earth, but schools practise what they preach in terms of conserving energy, growing food, buying local produce, recycling and using renewable energy sources as far as possible. In this way teachers and children experience education as a holistic process.

THE CREATIVE SCHOOL

Some consider that art and creativity are the most important factors in child development and build their learning project around this belief. In such projects music, drama and art are central to the curriculum and other subjects are often explored through these.

THE DEMOCRATIC SCHOOL

In mainstream schools children have very little say in how the school is run or in what they learn. The democratic school gives children and teachers an equal voice and equal power. This doesn't mean that children rule the roost but that they learn to make decisions, take responsibility for those decisions and live with the consequences of them. This fosters a sense of personal and social responsibility. Young people learn democratic values and this experience is valuable in preparing them to be active participants in society.

THE SPECIAL NEEDS SCHOOL

It is very easy for small, community-run schools to attract a large proportion of children who have specific needs – children with learning difficulties, children with behavioural difficulties, school phobics, children with emotional problems – mainly because the needs of many such children are not being met adequately within the state system. Often what these children need most is the individual attention and support that is possible within a smaller, friendlier environment. However too many children with such problems can put a great deal of strain on a new project and there needs to be agreement at the outset about this question. A number of schools have agreed to put a limit (usually around 25%) on the number of children admitted with particular difficulties. Some schools have been set up specifically for dyslexic children or for truanting children, for example.

These examples are given to indicate the range of possibilities. In practice, many of the schools which are set up contain elements of each of these models but there is much room for debate as to the main priorities.

There are different ways to address the practicalities of time and place. Most of the projects which are set up keep similar hours to mainstream schools but some change the length of the day and the start-time. One school has followed European timing opening at 8am and finishing at 1pm. Another school stays open until 6pm to allow flexibility to working parents. Furthermore, some parents feel that lessons should be optional as children will only learn if they are motivated to do so. Others want a school or learning centre to be a drop-in facility that they can use as and when it suits them. Still others want a part-time school so that responsibility for education can be shared equally with the home.

As far as buildings are concerned most projects acquire their own building. Others use rooms in a church or community centre. There are also projects which do not have their own building but use different people's homes and local facilities. It is best if these questions are discussed and agreement reached as early as possible.

There is little consensus about what is the right size for a small school. Lord Young of Dartington, patron of Human Scale Education, suggests that the upper limit for a small school should be 60. He also suggested that once there are more than around 36 pupils the nature of a school will change. Of course there are different views about the optimum size. What is important is to start small and grow organically. It is easier to get things right if you start with a handful of pupils and grow gradually than start with a full school.

The question of how to fund the school is a tricky one. Some schools openly charge fees and these vary greatly from several hundred pounds per year to several thousand. Other schools ask parents to make a voluntary contribution and how much this is depends on the family's financial circumstances. In other cases parents are asked to contribute by spending time on a regular basis helping at the school (with cleaning, cooking, classroom assistance or fundraising). Human Scale Education's position on this is that schools should be non-fee-paying so that they are open to all.

Once broad agreement has been reached on what the school or learning centre will be like there is a strong argument for not spending too much time discussing the philosophy in detail. Much will depend on the teacher(s) appointed. What is more, it is not until a project actually opens that those involved see what the real questions are. At that stage some of those who were only in it for the discussion will drop out and others, preferring action to talk, will join in. Be aware though: no parent's commitment is absolute. Over time the parent body changes far more than the teaching group unless the parents are the teachers.

The group will now have to get on with:

- looking for suitable premises
- setting up a charitable trust or cooperative or company
- finding staff
- raising funds

The group will need to allocate responsibility for each of these areas to individuals or sub groups. More details about each are given in the following sections. At this stage it is worthwhile giving the project a name and producing a publicity leaflet so that the word can be spread and other interested people can join the group.

This can be a very labour intensive period and it is important to find ways of developing a positive and cooperative working group by, for example, holding social events for parents and children and perhaps inviting outside speakers.

2. FINDING A BUILDING

There are a number of considerations to be taken into account when looking for a building:

- City, town or countryside – if it is in the city or town, should it be in the town centre or would the suburbs/outskirts be preferable?
- Cost
- Accessibility – is there public transport? Where are students likely to come from? (they may come from far and wide)
- Does it have land – do you want to have space for outside activities or for growing food?
- Disabled access
- Health and safety regulations
- Fire regulations
- Room for expansion
- Storage

REQUIREMENTS OF THE DEPARTMENT FOR EDUCATION AND EMPLOYMENT (DfEE)

When looking at buildings, the requirements of the Department for Education and Employment (DfEE) must be taken into consideration if the project is to be registered as a school (which it must be if there are five or more full time pupils). In order to get charitable status a DfEE registration number is needed, and a school cannot be registered unless it meets the DfEE requirements on health and safety and fire regulations.

In judging whether the premises and accommodation are suitable HMI (Her Majesty's Inspectors of Schools) will use the ***Education (School Premises) Regulations*** 1996 as a general guide. The main requirements of these regulations are as follows:

- the number of toilets should equal at least 5% of the number of pupils
- separate girls' and boys' toilets for children over the age of 8
- separate staff toilet (though one or two schools have argued against this)
- changing accommodation to include showers if physical education is provided for children over the age of 11
- a room which can be used for medical or dental examination or treatment of pupils and for the care of pupils during school
- a room which teachers can use for work
- storage space for children's belongings
- appropriate space for the preparation of food and drinks and for washing up
- adequate lighting
- an appropriate heating system

Other requirements relate to ventilation, water supplies, drainage etc.

You should call in the Fire Officer at the earliest possible opportunity (and definitely before you sign a lease) and ask what would be required to meet the fire regulations. The Fire Brigade will inspect fire precautions and means of escape. They will be looking for the following features in particular:

- some doors to be specified fire doors and therefore fireproofed (ie self-closing and fire resistant for between half an hour and one hour, fitted in fire check frames. Glass panels must be glazed with Georgian wired glass.)
- fire resistance
- fireproofing underneath ceilings, staircases
- 2 exits from each floor of the building
- fire alarm system
- fire extinguishing system
- emergency exit lights
- smoke alarms

There is some discretion allowed to fire officers. Their recommendations must be obtained in writing, for which they will require a floor-plan.

In their inspection the Fire Brigade will usually refer to the DfEE Building Bulletin No. 7 ***Fire and the Design of Educational Buildings*** which is available from HMSO. It is essential that you comply with the fire regulations otherwise you are in danger of being closed down.

Some of the main health and safety requirements (contained in ***the Food and Hygiene (General) Regulations 1970)*** are to do with preparation of food. If you want to cook lunch at the school, it is much easier to get approval if you avoid meat. You will need to have:

- a double sink plus a sink for washing hands
- surfaces which can be easily cleaned
- a fridge
- adequate storage to enable certain foods to be stored separately

A member of staff will need to attend a food safety course.

It is vital that you get the building surveyed properly before committing yourselves to it. A local surveyor will carry out such a survey. Ideally, this should be supplemented by a visit from a local builder who may explore further and not be so concerned to cover himself.

APPEARANCE OF THE BUILDINGS

The physical appearance of a school makes a statement about the values of parents and the community regarding the children. Sadly, many state schools, presently in a state of disrepair and with shabby decor, look as though they don't care about the pupils. As adults we know how much we are affected by our environment and so it is impor-

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tant that schools have aesthetic appeal. The decoration and furnishings do not need to be expensive; a lot can be done with voluntary help. It is important to have someone in the group who is sensitive to their surroundings who can guide the decisions. What is important is the creation of a calm, light, working environment. As a general rule, natural materials are more satisfactory than artificial.

RUNNING EXPENSES/MAINTENANCE COSTS

You must look into what these costs are likely to be and be realistic about whether you will be able to afford them.

The electricity board will carry out an energy survey and give recommendations for cutting down on draughts/heat loss etc. The building should be well insulated, particularly the roof. It is important that the school feels warm at the beginning of the day but the temperature can gradually be run down during the day (storage heating is good on this account).

RENTING ACCOMMODATION

It is advisable to rent somewhere first (before buying) in order to be sure that the school is going to work. You should talk to the council, to housing associations, to estate agents, to local universities or colleges as they may know about a suitable property.

Look out for suitable empty buildings. It costs money to maintain an empty building and you may be able to negotiate a favourable rent if you take over responsibility for the maintenance and security of a building which has been empty for a while.

It is worth looking at the trust deed of any local authority schools which are being closed down. Dame Catherine's School in Ticknall, for example, managed to acquire their building because there was a clause in the trust deed which stated that the village school building should be used as a school if anyone wanted to keep it open as such. This meant that the LEA could not sell the building.

Generally speaking, it is easier to use domestic-type premises than business premises, as they are more likely to have a number of small rooms. (You will need to get planning permission for change of use).

If you rent a building you should avoid having a "full repairing lease" as this can become very expensive.

BUYING A BUILDING

If you intend to buy a building there are a number of ways in which you can raise the finance:

- Grants from charitable trusts (see section on fundraising)
- Donations from supporters
- Loan/mortgage from a building society or bank - to be able to take out a loan or mortgage you will need to be able to produce a detailed financial plan to show how you will make the repayments.
- Setting up a share system

THE SHARE SYSTEM AT THE SMALL SCHOOL, HARTLAND

The share system at the Small School, Hartland has worked well. Once a suitable building was identified, shares in the building to the value of £500 or £1000 (not interest-paying) were sold to supporters (as an investment) to raise the capital to pay for the building. These shares can be sold on at any time at a price fixed according to the value of the building at the current time. The shareholders have a joint trust deed which has to be redrawn each time there is a change of shareholder. It is important that the shareholders do not have any control over the running of the school. In the event that the school closes down, the building will be sold and the proceeds distributed amongst shareholders.

PLANNING PERMISSION

If you intend to open a school you will need to apply, before moving in, to the local planning authority of the local council for planning permission.

The building control authority (of the District Council or the London Borough) should also be informed of any change of use. If there is no change of use involved (ie. you are taking on a building which was previously used as a school) you do not have to implement the latest health and safety standards. This means that you will probably have to spend less than if you take on a building which was previously used for something else.

USE OF THE BUILDINGS

You need to think carefully about which activities you want the building for and how much space you will need. You may be able to use outside facilities for some activities. For example, a local village hall or a leisure centre can be used for sports. It might well be cheaper to use community resources for some activities rather than heat and light your own. (Parents can be used to provide transportation).

When choosing a building, you should look for ways of raising extra funds eg. space for letting to other groups, accommodation to let and so on.

INSURANCE

You will need to arrange insurance for the buildings and contents. You must also have public liability insurance.

AND FINALLY.....

It is advisable to set the school up separately from any member of the group's own affairs. It is not recommended to have a school in someone's house. Furthermore individual members of the group should only invest what they can afford to lose. This is important so that all parents feel they can have an equal part in the project.

USEFUL PUBLICATIONS

1. ***Education (School Premises) Regulations 1996*** available from HMSO
2. ***DfEE Building Bulletin No. 7 - Fire and the Design of Educational Buildings*** available from HMSO
3. ***Food and Hygiene (General) Regulations 1970*** available from HMSO

3. SETTING UP A CHARITY

It is advisable to register as a charity as charitable status has a number of advantages. It enables you to:

- raise funds from the public and from grant-making trusts
- pay reduced business rates on premises
- obtain tax relief on donations made by covenant and by Gift Aid

To register as a charity you should contact the Charity Commission and ask for a copy of their information pack *Starting a Charity and Applying for Registration.*

The Charity Commission can be contacted at one of their offices listed below:

St Albans House	2nd Floor	Woodfield House
57-60 Haymarket	20 Kings Parade	Tangier
London	Queens Dock	Taunton
SW1Y 4QX	Liverpool L3 4DQ	Somerset TA1 4BL
0171 210 4548	0151 703 1652	01823 345190

internet address: http://www.charity-commission.gov.uk

Contact the office closest to you and check that it is the correct office for dealing with your application.

You will need to draw up a governing document. This is the formal document which sets up a charity and which contains information about what the charity does and how it operates.

There are three different kinds of governing document (listed below) each of which is appropriate for a school or learning centre, depending on the type of organisation your school will be:

1. constitution or rules
2. trust deed
3. memorandum and articles of association

CONSTITUTION OR RULES

A constitution or rules will set up an **unincorporated association**. This framework is appropriate for organisations to which one or more of the following applies:

- the organisation is to be relatively small in terms of assets
- it has a membership
- charity trustees are elected by members
- charity trustees are elected or appointed to hold office for a fixed term
- the objects of the organisation are carried out wholly or partly by or through the members

TRUST DEED

A trust deed sets up a **trust**. This framework is appropriate for organisations where some or all of the following apply:

- the organisation is to be run by a fairly small group of people
- there is no limit on how long trustees will be in office
- new trustees are appointed by existing trustees
- the organisation will not rely on the membership for its administration
- the administration of the organisation is going to be simple

The main difference between an unincorporated association and a trust is that the former has a membership (which elects trustees) whereas the latter does not.

MEMORANDUM AND ARTICLES OF ASSOCIATION

A memorandum and articles of association create a **company**. Generally this framework is more appropriate for larger organisations which employ a lot of staff, which enter into commercial contracts and which own land.

A company has an advantage over a trust and an unincorporated association in that it is "incorporated". This means that it is a legal entity in its own right, separate from its members and directors. The name of the company rather than that of individuals can go on legal documents such as contracts of employment or in taking out a lease. Directors are agents of the company and are not liable personally for its debts. The advantage of being a company is that there is limited liability which means that members are only liable for debts up to the limit which they have undertaken to guarantee (usually £5).

A company is subject to company law as well as charity law and will therefore have to file accounts annually with the Registrar of Companies. However, charitable companies are different from commercial companies as the assets are used for the beneficiaries rather than for the benefit of shareholders.

UNINCORPORATED ASSOCIATION, TRUST OR COMPANY?

You will need to decide whether an unincorporated association, a trust or a company is the most suitable framework for your project. Generally speaking a constitution is the simplest document to draw up and is less likely to need the help of a professional legal adviser.

Different schools have chosen different frameworks depending on their circumstances. This is a decision that the group will need to make after talking about how the project is to be managed.

The National Council for Voluntary Organisations (NCVO) however is now recommending that schools become incorporated. The reason for this is that people generally are becoming more litigious and could sue for damages or go to a tribunal claiming sex or race discrimination or unfair dismissal. Incorporation protects the trustees and limits members' liability.

In each case you will need to draw up a governing document which is agreed and

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signed by all trustees. The Charity Commission will advise on which kind of governing document is appropriate and will also provide models. It is advisable to use one of these model governing documents as it makes the process of registration easier and quicker.

The governing document requires information about:

- name of the charity
- the aims
- powers
- charity trustees
- meetings and proceedings of trustees
- membership
- accounts
- trustees not to have a personal interest
- holding of land/investments
- power of investment
- power of amendment
- power of dissolution

It is recommended that you keep your aims and objects as broad as possible.

RESPONSIBILITIES OF TRUSTEES

Setting up a charity brings with it certain duties and responsibilities which should not be taken lightly. Care should be taken therefore in appointing trustees as they have overall responsibility for the control and management of the charity. Trustees should be appointed on the basis of the skills and experience they can bring to the work of the charity. Trustees of the charity are not allowed to be employed by the charity. Being a trustee involves time and effort.
Responsibilities include:

- running of the charity – although this can be delegated to staff, trustees retain overall responsibility
- keeping proper accounts – ensuring that assets are used for the purposes for which they were intended
- management and upkeep of property belonging to the charity

Once the charity has been set up there are ongoing duties which include submitting an annual report and accounts to the Charity Commission and informing the Charity Commission of any changes to the governing document.

It is important that trustees ensure that rigorous accounts are kept, all meetings are minuted and good records are kept, to protect the charity from allegations of mismanagement.

If you need advice contact the legal department of the National Council for Voluntary Organisations. They are able to negotiate with the Charity Commissioners on your

behalf and are much cheaper than solicitors. At the time of going to print their charge for advising on the setting up of an unincorporated association is £450 plus VAT and for an incorporated association £650 plus VAT.

USEFUL PUBLICATION

Starting a Charity and *Applying for Registration* available from the Charities Commission

4. SETTING UP A COMPANY

If you decide to go down the route of setting up a company you should contact the Registrar of Companies for their Starter Pack which gives information about the procedure.

The address is:

Companies House
Crown Way
Cardiff
CF4 3UZ

Tel. 01222 380801

A memorandum and articles of association has to be drawn up for which you will need legal advice either from a solicitor or from the National Council for Voluntary Organisations (NCVO) – the latter will be considerably cheaper.

This has to be filed at Companies House along with the application forms (Forms 10 and 12) which are provided by Companies House.

The fee for registration is £20 and it takes 5-7 working days.

Once you are registered you have to send in your accounts annually and there is a charge for this of £15.

5. SETTING UP A COOPERATIVE

One definition of a cooperative is 'an autonomous association of persons united voluntarily to meet their common economic, social and cultural needs and aspirations through a jointly owned and democratically controlled enterprise.'

If you register as a charity you are unable to register as a cooperative because whilst charities are set up to benefit the public, cooperatives are set up for the benefit of their members and there is no way of combining the two. The distinguishing features of cooperatives are:

- they are usually corporate bodies, registered as industrial and provident societies or limited companies
- they are democratically managed
- they have either common ownership or joint ownership which means in the case of common or co-ownership that the assets are the property of the cooperative and in the case of joint ownership that the assets belong to the members
- their governing documents will contain the seven cooperative principles (voluntary and open membership; one member one vote; members contribute equitably to and control democratically the capital of the cooperative; autonomy of the cooperative is protected in agreements with other organisations; members are educated in cooperative principles, cooperation amongst cooperatives; concern for the community).

There are a number of different types of cooperatives. The most relevant for groups setting up a school or learning project is a childcare cooperative. This type of cooperative offers childcare provision and is either owned and managed by the employees or by the parents of children being cared for.

If you wish to establish your school or learning project as a cooperative you should contact the Industrial Common Ownership Movement Ltd (ICOM) at:

Vassalli House
20 Central Rd
Leeds LS1 6DE
Tel. 0113 246 1737

ICOM offers legal structures for people who wish to establish cooperatives and has model rules for a childcare cooperative. There are local Cooperative Development Agencies which can offer information and advice. Details of your local CDA is available from ICOM.

Although it is not possible technically for a school or learning centre to be set up as a charity and as a cooperative, there is nothing to stop those involved with a charity deciding to work together collectively.

BRAMINGHAM PARK STUDY CENTRE, LUTON

Bramingham Park Study Centre in Luton was opened as a cooperative in 1993, following the closure by the LEA of the centre which had been used as a base for their Home Tuition service. Three teachers who had worked together as a team with the young people not attending school were made redundant but, under pressure from the parents and the students themselves, they decided to continue the work they had been doing, independently from the LEA.

The building they use is a modern Church Centre. They were given a grant of £1000 from their own Borough Council because they set up as a cooperative. With a further European Grant of £5000 they were able to convert the roof space into a suite of rooms which is purpose built for the study centre.

The concept of a cooperative has suited the study centre not only as a legal means of setting up a company but also as an indicator of how the study centre operates on a day to day basis.

The centre is run on cooperative lines and there is a management team of three Directors (originally the three founder teachers) who meet half-termly for a formal Directors' meeting. This meeting sets the agenda for the cooperative members' meeting (all staff over the age of 18) where all the major decisions are made concerning the study centre.

In practical terms all teaching staff, including the Head Tutor, receive the same hourly pay with a bonus for Saturday teachers. Pay is calculated based on the number of students who are taught. Support staff are also paid an hourly rate and this depends on the job they do, in line with other public sector workers.

Within the study centre there are a number of different departments – Smarties 4+, core weekday provision and Saturday School. Each group of staff meets informally as the need arises to discuss students, resources, planning and progress and to report back to the membership meeting. The concept of a cooperative is also used actively in the learning environment – the emphasis being on people working together, helping and supporting one another. Students are also involved in helping staff with decisions concerning the day to day running of the centre including working out the timetable and arrangement of the teaching areas. The older students also help out on Saturdays as creche workers and assistant tutors. This cooperative formula has worked very successfully for the centre for 5 years creating an environment which has enabled many young people to learn to work well together as well as achieve their own academic goals.

USEFUL PUBLICATION

What is a Cooperative? - Information sheet published by ICOM

6. REGISTRATION WITH THE DEPARTMENT FOR EDUCATION AND EMPLOYMENT

The Education Act 1996 defines as an independent school any institution which provides full-time education for 5 or more pupils of compulsory school age other than one maintained by a local education authority, a grant maintained school or a non-maintained special school.

If you wish to open an independent school you are required by law to apply for provisional registration with the Department for Education and Employment (DfEE) as soon as the school opens.

If you are providing education for fewer than 5 pupils you should contact your Local Education Authority who will need to be satisfied that the parents of those children attending have ensured that their children are receiving sufficient and suitable education.

An application form and an information pack containing *Guidance for Proprietors* are available from the DFEE Independent Schools Team. You should complete and return the application form within one month of the school opening. (If for any reason you fail to do this, you should return the form as quickly as possible, explaining your situation). You will also need to fill in and return Form 9/93b *Request for Criminal Background Check* in respect of all teaching staff. You will receive this form along with the booklet *Protecting Children from Abuse: The Role of the Education Service* as part of the information pack referred to above.

The school is provisionally registered as soon as this form is received by the DfEE. However you will not receive final registration until the school has been inspected to ensure that it meets the minimum standards required.

Once your application for registration as an independent school has been submitted you will be visited by Her Majesty's Inspectors of Schools (HMI) from OFSTED and by a Fire Officer. HMI will be looking at the provision of premises, accommodation, staffing and teaching. (Information regarding regulations concerning premises and fire can be found in the section on Buildings). They will also be checking to see that the teachers have not previously been barred from teaching in schools, for example those who have been struck off the teaching register for misconduct. The inspection procedures are set out in the booklet *Inspecting Independent Schools: HMI Methods and Procedures* which you should receive from the DfEE as soon as you are provisionally registered. You can however be operational before you have these visits.

Registration visits are generally carried out by one or two inspectors over a period of one or two days. The HMI will discuss their observations with staff and will report informally to the head teacher. A published report is not produced. However the Registrar of Independent Schools is sent a report of the visit and this will be used in judging suitability for final registration.

Final registration can take from a few weeks to several terms, depending on how quickly you are able to meet the minimum standards. If HMI or any of the other agencies do not approve final registration you will be informed of the reason(s) and told what is needed to enable your school to meet the required standards. When final registration is approved you will receive a letter confirming this fact from the DfEE. This letter will summarise the main points made to the head teacher verbally at the time of the inspection. The letter may ask you to provide a progress report in due course with respect to any recommendations made by the HMI.

Once you have been fully registered you will continue to receive occasional visits from HMI and the local Fire Officer to check that standards are being maintained.

FURTHER POINTS

The expectations of the DfEE in terms of standards in independent schools are that they are expected to be broadly comparable with those in maintained schools. With regard to curriculum and standards of teaching, it is important that this is broad and balanced enabling children to get the most out of their school years and to keep all reasonable options open for future education, training or employment. This entails having the opportunity to acquire a broad and balanced range of knowledge and skills through appropriate and effective teaching over a worthwhile period of time. Each school is expected to seek to develop the personal qualities of each pupil and to give tuition, offered with due regard to objectivity, appropriate to age, ability and aptitude in English, mathematics, science (including practical and investigative work), the humanities, aesthetic subjects, practical activities, physical education and religious or moral education. Most pupils should have the opportunity at an appropriate age to study another language. Timetabling and actual practice should reflect an appropriately balanced provision of all these elements.

Independent schools are not required to teach the National Curriculum but the DfEE advises such schools to take account of its principles. (See Section 15 on the Curriculum)

Teaching staff in independent schools do not have to have a teaching qualification although it is advisable that they have some relevant experience.(See Section 8 on Employing Staff.)

Independent schools must keep a register of admissions and a daily attendance register (for each class) for fire regulations and also so that the DfEE can keep a check on families whose children, they believe, are not being properly educated.

These registers should include the following details, with children listed in alphabetical order:

- Name of child
- Sex
- Name and address of parents (including details of which one has custody in the event that parents are separated)
- Date of birth
- Date of admission
- Name and address of last school attended

The attendance register must record at the beginning of the morning and afternoon

sessions the presence or absence of every child listed in the admissions register. These regulations are governed by ***The Pupils' Registration Regulations 1956 – amended by the Education (Pupil Registration) Regulations 1995.***

There are no requirements regarding the hours of attendance.

There is no requirement for independent schools regarding the number of school sessions. However the ***Education (Schools and Further Education) Regulations 1981*** which is amended by the ***Education (Schools and Further Education (Amendment) Regulations 1987*** serves as a guideline. In essence, if schools follow the practice of either local maintained or independent schools this is likely to be adequate.

Independent schools are also bound by the relevant provisions of the ***Health and Safety at Work Act 1974, the Sex Discrimination Act 1975, the Race Relations Act 1976 and the Food Hygiene (General) Regulations 1970,*** as well as the relevant provisions of business/charity and employment law all of which are published by HMSO.

PROVISION FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS (SEN)

If the school caters wholly or mainly for children with statements of special educational needs you may wish to seek approval under Section 347(1) and (3) of the ***Education Act 1996: Pupils with statements of special educational needs, formerly Section 189(1) and (3) of the Education Act 1993 and the Education (Special Educational Needs) (Approval of Independent Schools) Regulations 1994.*** The inspection procedures for "approved special schools" are different from those outlined above. Further information can be obtained from the DfEE SEN Independent Schools Team (tel. 0171 925 5546).

If a local authority wishes to place a child with a statement of special educational needs at the school the authority will need to gain the approval of the Secretary of State for Education for so doing.

PROVISION FOR UNDER 5s

If you intend to have a nursery class in your school and take a significant number of children aged 4 years and under you may be visited by officers of your local Social Services Department.

USEFUL PUBLICATIONS

Information Pack – Guidance for Proprietors available from the Department for Education and Employment Independent Schools Registration Team

The Pupils Registration Regulations 1956 amended by the Education (Pupils Registration) Regulations 1995 published by HMSO

Better Schools (1985) ISBN 0101946902 Published by HMSO

7. EMPLOYING STAFF

Teachers are the most crucial factor in the success of a school and need to be chosen with care. The teachers must be able to inspire and motivate the children (and also the parents to a certain extent). You will need to choose people who are interested in and capable of teaching a few subject areas. The whole point of small schools and learning centres is that the learning process can be tailored to suit the individual child. Teachers therefore need to have the skill to discover what the children are interested in and to work outwards from that point.

There is a range of qualities to look for such as:

- Natural empathy with children
- Imagination
- Creativity
- Flexibility
- Ability to work cooperatively
- Excellent interpersonal skills
- Commitment
- Relevant experience
- Relevant qualifications

A teaching qualification is not a legal requirement in independent schools. However it is advisable to have some qualified teachers on the staff. You will need to check with the DfEE that each member of staff that you employ has not previously been barred from teaching in schools.

In the end you will only be able to tell whether a person is right by spending time with him or her and also by having prospective members of staff spend time with and teaching the children. In some schools the children have an input into deciding who will be appointed and this is worth considering. If the children have played a part in choosing the teacher they are likely to feel more positively about him or her. On the other hand it is not wise for pupils to be led to believe that they have the power to hire and fire staff.

It is important to have someone who is mature – late twenties upwards. Sexual attraction could be a problem with younger teachers in secondary schools and this might well be exacerbated by the informal situation of a small school. Suitable teachers should be able to communicate easily with adolescents without themselves reverting to adolescent behaviour.

The selection process should involve at least one person who has experience of appointing teaching staff.

Do not rush into an appointment. The most important thing is to appoint the right person. It is better not to appoint someone at all and re-advertise the post than to appoint someone you feel is not right for the job.

An organisation employing five or more people must have a written Health and Safety policy.

CONTRACTS

Some schools issue contracts to teachers, others do not. The Advisory, Conciliation and Arbitration Service (ACAS) advises that all employees should have contracts and that there should be grievance procedures in place.

Although no written contract is required it is advisable to have one. Any employee of more than one month's standing has rights in law. If terms and conditions have not been set down clearly it is one person's word/memory against another's.

You need to be clear about sickness and maternity leave.

It is advisable to have a probationary period, the length of which has to be balanced between having enough time to see whether or not a teacher is suitable and giving the teacher the security and approval that he/she needs to give of his/her best. Between six months and a year is appropriate. If employment is terminated within the probationary period no reason has to be given.

For information on drawing up a contract of employment and grievance procedures contact your local ACAS office.

A sample contract is included at Appendix 1.

SALARIES

Rates of pay for teachers in small schools are generally considerably lower than in the state sector. Some schools pay as little as £7-8,000 per annum whereas others pay more. (This is very low in comparison with the minimum starting salary for newly qualified teachers in the state sector of £15,000 (December 1998). The hourly rate for part time teachers at small schools is also very low (ranging from £5 - £15 per hour). And some teachers work voluntarily. It is a question for each school to decide based on their own financial situation and also the cost of living in their area.

Schools which are part of a Local Exchange Trading Scheme (LETS) have the option of paying staff a part of their salary in the local currency. See Chapter 9 for further details.

When advertising for new staff you should mention what the rate of pay is at an early stage as this will save time by deterring from applying those people who are unwilling or unable to work for a low salary. It is worth bearing in mind however that many people who do work in small schools say that the job satisfaction derived from working in a small school more than compensates for the low salary.

ADVERTISING POSTS

It is worth advertising first of all in the local paper and in the Human Scale Education newsletter (tel. 01761 433733). The Human Scale Education newsletter is likely to produce applicants who are sympathetic to the aims of your project but they may well need to move to take up the post. By advertising in the local paper you may be able

to identify someone in your area who would be appropriate for the job. This avoids the upheaval of someone having to move for what may be a quite low-paid job. If both of these approaches fail you can advertise in the Times Educational Supplement (tel. 0171 782 3025) and in the Guardian (tel. 0171 278 2332). The TES carries many more ads and may not be read by those who have given up teaching. The Guardian is sometimes prepared to negotiate the rate.

You may well receive a large response but will then have the task of sifting through these applications for suitable candidates. One way of determining which applicants are really interested in the school is to invite them to visit the school or to come to an open day prior to the interview at their own expense. When making a shortlist don't forget that you will be expected to meet travel expenses.

INTERVIEWS

You might consider interviewing all the candidates together. A whole day should be set aside and organised in the following way:

1. Introductory explanation of procedure including a request that any candidate who decides during the day that they would not accept the job if offered it declares this so as not to waste people's time. They may leave or stay as they wish.
2. Candidates and interviewers, altogether no more than twelve people, meet in an informal situation, usually a circle.
3. After brief introductions those from the school outline the project, its history, present state and future direction and what they are looking for in the candidate (half an hour).
4. The candidates are invited to respond with questions and then to join in a general discussion.
5. Candidates present themselves, expanding on their CVs and may be questioned by interviewers and other candidates.
6. Break for lunch.
7. Candidates are asked to say how they would tackle the job and are open to questioning.
8. Each candidate is given the opportunity to talk privately with the interviewers in case there is something they do not wish to share with the other candidates.
9. Before discussing the candidates the interviewers each write down their choice. If all agree, then the discussion checks out the qualities of the preferred candidate over the others. If not, then comparisons are made between candidates whose names have been written down until a consensus emerges.
10. The candidates are called in together and told the decision and how and why it has been arrived at. Experience has shown that, though demanding on the interviewers who are required to be open and honest, it is usually much appreciated by the candidates. This procedure underlines the principle that this is not a competition but the search to find the right person for the school.

Alternatively you may prefer an approach which gives more time for one to one or small group discussion, for example where there is one candidate and two interviewers.

Whichever process you opt for, careful thought should be given to the choice of interviewers.

BEING A GOOD EMPLOYER

Thought should be given to how you can be a good employer. It is important for employees to know whom they are responsible to and to have good lines of communication to this person or group. It is recommended that each member of staff has an annual assessment as this provides a formal opportunity to give feedback, air concerns and offer support and encouragement.

Teachers may wish to join a teachers' union and schools should give their permission.

It is important that schools pay staff as good a salary as possible within their means as teachers are the school's most valuable asset.

Schools also need to be aware of any training needs of their staff and arrange in-service training where appropriate. People working in small schools can feel quite isolated because of lack of contact with other teachers, particularly in their own specialist field, and it can be valuable to provide opportunities to meet others working in a similar situation. Human Scale Education organises an annual workshop for teachers working in small schools.

8. FUNDING & FUNDRAISING

There are two important things to bear in mind when fundraising:

- You should believe that what you are doing is worthwhile
- You should give good value for money.

You have to be a good beggar and see fundraising in terms of giving other people the opportunity to share in the important work that you are doing. Donors want to feel confident about you so it is vital that you feel confident about what you are doing. You should be aware that it is generally easier to raise capital than running costs.

Fundraising is very time consuming and you should be thinking in terms of someone spending at least half a day per week on it.

THE ARGUMENT

The argument to use when fundraising is roughly as follows:

Most Government initiatives in education over the last two decades have had and will continue to have a detrimental effect on schools and on children. The system requires very different changes in order to meet the needs of individuals and of our fast-changing society. Schools have had 15 years of being told what to teach and how to teach it and to what effect? Truancy and exclusions are at their highest levels. Teacher morale is still at rock bottom. There is a need for innovation and diversity and the school you are setting up could be a model for the future.

Sources of funding

Money can be raised from:

- charitable trusts
- individuals
- parents
- companies
- setting up a business
- statutory funding

A further source of funding in a broader sense is through a local LETS (Local Exchange Trading System) scheme.

CHARITABLE TRUSTS

There are a number of reference books which list trusts. Two of the most useful are - ***The Directory of Grant Making Trusts*** (published by the Charities Aid Foundation) and ***The Guide to Major Trusts Volumes 1 and 2*** (published by the Directory of Social

Change). The Directory of Social Change also publishes *Raising Money from Trusts* which gives useful advice on how to approach trusts. You need to research the trusts carefully and apply only to those whose criteria you meet. Many of the larger trusts publish policy documents which give guidelines to applicants. You should read these thoroughly before making an application. You may have to adapt what you are doing to fit those criteria. The positive response rate from trusts is very small. But you have to persist and write to them again the following year and so on.

It is often worthwhile phoning a trust before making an application, if they accept telephone enquiries (not all do) to discuss your project, find out when the next trustees' meeting is, how much you should apply for, what you should apply for funding for (staff salaries, equipment, buildings etc).

Don't send too much information. Send a one-sided A4 letter explaining who you are and what you want the money for and then attach supporting information behind. Trusts will want financial statements and projections. It is advisable to draw up a three year financial plan which shows income and expenditure over that period. Trusts will want to know where else your funding is coming from. They will want to be sure as far as is possible that your income will match your expenditure. You should lobby the trustees if possible. If someone involved in your project knows anyone who is connected with a trust, they should make a personal approach.

Trusts generally work out what the per capita cost for your project is and it is important that this is not too different from LEA per capita costs. (This can be found out by phoning your LEA.) Small schools are more expensive to run than big schools, but not significantly so. You therefore need to justify this extra cost. (eg small schools are more effective at doing their job, and there is research evidence to show this, so it is money well spent.)

If the trust is going to fund you they will give up to a limit or for a number of years, for start-up money or for capital expenses. They will want feedback - reports, accounts etc. It is a good idea to invite them to visit so that they can become personally involved in the school.

INDIVIDUAL GIVING

You can raise money from individuals through

- Donations
- Fundraising events

Donations

You have to find ways of encouraging people to give whether they are local people, people further afield or wealthy/famous individuals who support your cause.

It is important that any appeal material you produce is of good quality. It has to be well designed, on good paper and written well. The quality of the project is transmitted through the publicity material and people need to feel good about the project they are giving to.

If you can persuade people to covenant donations over four years you can reclaim tax from the Inland Revenue. Details of how this works can be found in the *Charity Tax Pack* available from the Inland Revenue.

If you wish to try to raise funds in this way, you should be aware of the ethical issues. Do you want to receive money for your school from a company which has a poor pollution or human rights record, which sells arms, tobacco or alcohol or which uses animals for testing? These are issues which should be addressed as a group before trying to raise money from companies. If you want to go ahead, a listing of companies and how to approach them can be found in ***A Guide to Company Giving and Raising Money from Industry,*** both of which are published by the Directory of Social Change.

You may be more successful if you approach local companies, particularly if they have an environmental slant or if you have some good contacts. They may be prepared to fund a particular piece of equipment or project.

SETTING UP A BUSINESS

One way of assuring a school a reasonably regular income is by setting up a business and diverting all the profits to the school. Several small schools have operated fee-paying nurseries or child-care schemes alongside the school, the profits from which have supported the school. In Hartland the local vegetable shop has recently been taken over and the profit from this will be donated to the school. When Bath Small School was originally set up it negotiated to take over a local bakery which was to be run by parents.

DAME CATHERINE'S CRAFT SHOP

Dame Catherine's School in Ticknall has set up a very successful business. Parents have established a craft shop at a nearby tourist spot. The shop is run completely by the parents who do the buying and the accounts as well as serving in the shop on a rota basis. The shop raises about 40% of the school's funds.

To set up a successful business a fair amount of research is required to discover a gap in the market. Courses are run, often at very low cost, on how to start your own business. Details are generally available at your local library or Job Centre.

STATUTORY FUNDING

Up until 1997 none of the small schools associated with Human Scale Education had ever been fully funded as a state school. Very few applications had been made either for voluntary aided status (funding from local authority) or for grant-maintained status (funding from central government) either because the local authority was not supportive of the school or, in the case of grant-maintained status, the application procedure was far too labour and resource intensive for a small project.

However, in September 1997, St Paul's Community School in Birmingham was given grant-maintained status by the Labour Government and was thus able to "opt in" to the state education system. This offers a ray of hope to other projects wishing to apply for statutory funding.

The situation regarding such applications is currently changing however and, whilst it is still technically possible to apply for grant-maintained status, legislation establishing

Remember to keep your donors fed. Tell them the truth – "spin" has a short life. If you give the impression that you have no problems they will lose confidence in you – every project has problems. On the other hand, do not threaten the closure of the school more than once every five years!

GUARDIAN SCHEME

The Small School at Hartland has instituted a Guardian Scheme whereby people agree to donate £250 per year. The school can reclaim the tax on this amount. Mostly people commit themselves for four years. The school needs to find 200 Guardians.
(You might be able to persuade companies to become Guardians also).

Fundraising Events

There are many different kinds of fundraising events (raffles, sponsored events, craft fairs) which will raise significant sums for your project. As fundraising will be an ongoing activity it is advisable to identify events and activities which require minimum labour and produce maximum returns. It is also important to make sure that events reflect the values of the school (eg. that craft fairs sell only good quality crafts, or that catering events serve wholesome food). This is part of building up the identity of the school.

PARENTAL CONTRIBUTIONS

Human Scale Education supports schools that are non-fee paying because we believe that schools should be open to all. It is important therefore that parental contributions are made on a voluntary basis so that people are not excluded from the school on financial grounds.

At the Small School at Hartland parents undertake to raise one third of the annual budget. Parents contribute what they can individually and then fund-raise as a group to make up the difference between what has been contributed and the third. (The amounts contributed by parents are known only to one member of staff - secrecy on this issue is vital).

Some schools allow parents to pay their contribution "in kind". They can either donate goods which the school requires (food, for example) or give their time.

Parents are not able to covenant money to a school because tax benefits with regard to covenants apply only to charitable giving – and giving to a school to support your own child's education does not come into this bracket.

RAISING MONEY FROM COMPANIES

Small schools have not on the whole been successful in raising money from large companies. Generally speaking, companies which give to charity do so for public relations purposes and small schools do not provide them with the publicity that they are looking for.

a new framework for schools is being introduced and schools are being advised by the DfEE to wait until this is in place. There will be a number of different categories of schools: community schools, foundation schools, voluntary schools, community special schools and foundation special schools. New schools will be able to apply at local level to become foundation schools. However at the time of going to print the application procedure had not been finalised. You will need to contact your LEA for details.

A number of schools or learning centres have received some funding from their local authority at different times. Before it obtained grant maintained status St Paul's School in Birmingham received an annual grant from Birmingham LEA. Oaktree House in Liverpool has also received funding in the past from the local council. Bramingham Park Study Centre in Luton is paid fees by a number of schools in the Luton area to educate children who are on the school's roll but who are temporarily excluded or truanting.

What these three projects have in common is that a significant proportion of their students are disaffected with mainstream schooling. It would prove expensive for the LEA to make alternative provision for them, so the school/learning centres are providing a valuable (and cheap) service to the local authority.

The Third Sector Schools Alliance was set up to campaign for state funding for a range of schools (including those associated with Human Scale Education) wishing to be part of the state system. New parent/teacher run schools or learning centres are advised to join the Alliance to be kept informed of developments in this area.

LETS – Local Exchange Trading Schemes

A number of schools are looking at how they can be involved in local LETS systems whereby they can trade goods and services with others in the community without using money. There are a wide variety of ways in which schools can benefit from such involvement ranging from letting their building and accepting parental contributions in the local currency to buying in teacher time or specialist skills, obtaining locally grown food or hiring equipment.

Further information about LETS schemes can be found in *LETS Act Locally* by Jonathon Croall published by the Gulbenkian Foundation.

USEFUL PUBLICATIONS

Directory of Grant Making Trusts ISBN 185 934 078 4 published by the Charities Aid Foundation £89.95

A Guide to the Major Trusts (volume 1) ISBN 1 900360 38 1 published by the Directory of Social Change £15.95

A Guide to the Major Trusts (volume 2) ISBN 1 900 36013 6 published by the Directory of Social Change £18.95

School Fundraising: What you Need to Know by Anne Mountfield ISBN 1 873860 080 published by the Directory of Social Change £9.95

Raising Money from Trusts by Michael Norton ISBN 0 907164 48X published by the Directory of Social Change £7.95

A Guide to UK Company Giving ISBN 190 036 0233 published by the Directory of Social Change £25.00

The Complete Fundraising Handbook by Sam Clarke ISBN 0 907164 65 X published by the Directory of Social Change £9.95

The Education Funding Guide ISBN 1 873860 70 6 published by the Directory of Social Change £15.95

LETS Act Locally by Jonathon Croall published by the Gulbenkian Foundation Available from Turnaround tel 0181 829 3000 £8 + p&p

Charity Tax Pack available from the Inland Revenue tel. 0151 472 6000 x7016

9. PUBLIC RELATIONS

It is important for schools to do public relations (PR) work so that there is occasional media coverage of their activities. PR is closely connected with fundraising as funders like to see newspaper or magazine reports as evidence of the effectiveness of their funding. Such coverage is also important in raising the profile of the project generally.

There are, however, dangers associated with PR and you should exercise caution in all dealings with the media.

- You should be factual about what is going on and not misrepresent the project in any way
- You have to be careful about taking reporters into your trust because they are often on the lookout for anything negative.

Perhaps the best approach is to be open and not to try and hide difficulties. When talking to journalists you should be clear in your own mind as to why you want the publicity. It is best to decide on several main points that you want to get across. You shouldn't make too many points but rather keep on repeating the few that you wish to put over (usually three). Like a good politician, don't let questions take you away from the points you want to make.

If you are involved in TV coverage organise a training day in interviewee technique. All you need is a video camera. Watching the video will tell you what is wrong. Avoid wearing white, red or check clothing. Look at the interviewer, not the camera, don't rush, and smile.

It is useful to keep a mailing list of education correspondents. (Human Scale Education can help with this). Papers are interested in events rather than in ongoing campaigning (eg. a visit to the minister, an MP asking a question in the House of Commons, publication of a document). Often such events are set up in order to get media attention.

It is important to decide who your target audience is. If you are aiming to reach local politicians for example you should target local television news.

Press releases should be on one side of paper, giving a contact number and including an evening number. There must be someone there to answer the phone. Answerphones are a turn off. Journalists are not generally endowed with much patience. Write press releases in such a way that they can be published without many alterations. Send good photographs where possible. It is useful to build up a portfolio of good quality photographs for this purpose.

10. MANAGEMENT STRUCTURES AND DECISION MAKING

Different schools associated with Human Scale Education have evolved different management structures. Examples are given below of the varying ways in which three schools operate.

THE SMALL SCHOOL , HARTLAND, DEVON

The Small School is an incorporated charity. The trustees are elected by members. They are responsible for the operation of the constitution, for policy and for management. They appoint the Head, who attends their meetings ex officio, which take place about six times a year.

The Trustees delegate the day-to-day running of the school to the Head, who shares it with the core teachers, who meet once a week. A trustee and a parent attend these meetings. Each teacher is responsible for his/her subject area and may have other responsibilities such as exams.

The trustees delegate most policy decisions to a meeting of parents and teachers, which may also be attended by pupils and trustees. It is this meeting that, for instance, agreed the sex and religious education policy of the school. They arrange fund raising events and discuss matters of mutual concern or brought to them by the pupils. Decisions are made by consensus, the chair determining the mind of the meeting. If there is no agreement then the meeting agrees on how a particular decision is to be made: by another meeting, by a sub-group or by an individual. In this way confrontation and division, which voting helps foster, are more likely to be avoided.

There are always parents who are not very committed or who do not like meetings. The meeting must not let their absence divert them from a positive agenda.

BATH SMALL SCHOOL, LARKHALL, BATH

The trustees of Bath Small School set up a core management group to manage the school on a daily basis. The group consisted of two parents, three teachers and two trustees. The rationale for creating such a group was to make the school more democratic. The trustee group was responsible ultimately for seeing that the school fulfilled the aims as stated in the trust deed. However, it was considered important that most decisions were made by people who were actually involved in the day to day running of the school.

It was the responsibility of the core group members to ensure that items discussed at core group meetings were reported back and discussed where appropriate within their own group (ie. parents', teachers', students', trustees' meetings.)

Each group (parents, trustees and teachers) chose their own representatives on the core group. Students were also involved in the running of and decision making about the school. They had their own meetings and elected two representatives to attend general meetings (of parents and teachers) on a regular basis so that the views of the student body could be heard and discussed. They were also able to attend core group meetings if there was something specific they wished to discuss.

Sub-groups were set up with responsibility for premises, staff recruitment and other areas, as appropriate. People from outside the core group could be co-opted on to these subgroups.

As with the Small School at Hartland, the aim was that decisions were made by consensus.

NB. The Small School at Bath is now run by a different group of people and the management structure has changed.

DAME CATHERINE HARPUR'S SCHOOL, TICKNALL, DERBYSHIRE

The management of Dame Catherine's School is co-ordinated by an executive committee which is elected from the parent body at the Annual General Meeting. The head teacher is not a member of the Executive Committee but attends executive meetings.

The Executive Committee co-ordinates the whole school by:-

- Meeting monthly to consider reports from the various working groups and the monthly report from the head teacher
- Making sure that each working group devises a working brief which is kept up to date
- Checking between meetings that the working groups are carrying through their tasks and are keeping to the agreed deadlines.
- Acting as the official representative group of the school.
- Setting up additional working groups as required and outlining their briefs and time scales.

The Chair, Secretary and Treasurer of the Executive Committee are responsible for liaison with the Trustees of the Dame Catherine Harpur Trust, and assisting the Trust in its legal obligations.

Any parent may attend an Executive meeting.

Working groups are set up from time to time by the Executive Committee according to the needs of the school. Each parent should be a member of a fund raising group and one parent from each family should assist with one other working group. The Chair of each working group shall provide a report of its activities to the Executive Committee each month.

General meetings are held at least once per term and a representative of each family is required to attend. At least seven days before each meeting an agenda is published which contains as agenda items a summary of the work of the Executive Committee since the last meeting and a treasurer's report, any item specifically requested by a member and any other business. Items requiring decision by the meeting must be sponsored by a proposer and a seconder. A quorum is 40% of the full membership. Decisions are taken by majority vote with the Chairperson having a casting vote when necessary.

An annual general meeting is held within 14 days of the end of the Summer term. The executive committee reports on the proceedings of the previous year. A budget and long-term plan is presented to the meeting and approved. The old executive committee members resign or are proposed, seconded and re-elected and new members are proposed, seconded and elected.

11. WORKING WITH PARENTS

Parents are likely to play an important role in any small school or learning centre. Very often it is the parents that have been the driving force behind the setting up of the project. However the ways in which they are involved in the running of the school is a sensitive issue and needs to be carefully worked out.

It is important that their involvement is not perceived as optional - the school will need to depend on their help for a number of things (eg. fundraising, cleaning, transportation, administration, classroom support). Some schools specify the number of hours they expect parents to contribute. How parents contribute and on what basis (eg. do they get paid for any teaching they do?) will have to be decided by each group. What is important though, it seems, from some schools' experience, is that parents as a group do not control the day to day running of the school.

There are separate questions about whether parents should be paid to teach and schools have different views on this issue. Some see it as divisive if parents are paid to teach but are not paid for cleaning or cooking, for example.

It is important for the staff to know where the parents stand. But likewise, parents need to be able to identify who they are dealing with in any situation. And they need to be able to trust the teachers to do what is appropriate at the time.

Confidentiality is extremely important. The school must not become a threat to parents. School teachers must not keep from parents things that parents ought to know, and parents should understand that this will not happen. There may be things, however, that the school will not tell the parents - things that are in the child's interest.

Teachers are in a position to explain parents to the child and the child to the parents. Teachers cannot take sides if they are to be trusted by both. Sometimes the parents may give the teacher confidential information which they may not want the child to know. Even though the teacher believes the child should know, they must not betray this confidence. Similarly, the parent must understand that sometimes the child may wish to confide in the teacher in the knowledge that that confidence is secure.

Where the teacher believes that the information should be shared with the other party then they must persuade the parent/child to do it, though they may offer their services as a mediator.

Obviously if a child's health or safety is at risk then the teacher may have to tell the child that they must pass on the information, and why. At the same time the teacher continues to offer support to the child.

The teachers must respect the background of each pupil and not try to undermine the values of the home, otherwise the child can become alienated from the home, or the parents can become alienated from the school.

PARENTS AT PARK SCHOOL, DARTINGTON, DEVON

Park School believes that education should be a cooperative partnership between parents, teachers and children. It places parents at the heart of their children's schooling, by expecting them to share responsibility for their children's learning with teachers. Parents are involved in decision making groups at all levels of school life. They are responsible for much of the day-to-day work needed to keep the school running and are involved in the educational process both within the classroom and outside it. It is in these ways that the ideal of partnership is made concrete. The school aims to be one of those rare places where democracy and cooperation are part of the fabric of everyday life.

Each family gives the school three hours a week during term time. There are practical regular duties during school hours, such as supervision, listening to reading, cleaning or taking a class (if parents have particular skills – eg. craft, music). There are also duties which can be done out of school time. This practical contribution of time by parents is one of the most important ways that Park School enacts their belief that schooling should be a shared responsibility. There are always parents around the school and this gives the school a distinctive and enriching atmosphere.

The role that parents play in supporting their children's learning is increasingly being recognised as a critical factor in their education. After all, children only spend 15% of their time up to the age of 16 at school. It is important therefore for good mechanisms to be in place to support parents in this role. Regular parents' meetings enable parents to raise issues which are of concern to them. Individual meetings with parents are also important so that parents are informed of their children's progress and of any difficulties. Parents need to know what their children are studying at school so that they can support their learning.

As methods and content may have changed since parents were at school workshops on particular subjects or cross curricular themes may be welcome.

All homes should be visited by one or two teachers each year so that they can get to know the family and build up this partnership.

CAVE SCHOOL, CLAPHAM, LONDON

Cave School was set up for children aged from 14-16 whose education in mainstream schools has irrevocably broken down. Consequently the importance of building a good relationship with parents or carers is of paramount importance. It is a small, inner-city school run by a local charity and supported by the LEA. Full-time education is offered and up to 6 GCSE courses are available to students.

When referrals are made parents and children are invited to CAVE to discuss what has gone wrong and how to enable a better educational environment to be created. Often there are a variety of problems which have affected a child's education many of which reflect difficult family relationships.

The staff at CAVE meet parents at least twice a term and are often in telephone communication on a weekly basis. Much effort is made to celebrate childrens' success so that parents maintain a positive attitude to the school.

For those who wish it, a half-termly evening parents forum was set up in 1997 to enable discussion and encourage mutual support so that parents who are finding their task difficult do not become too isolated.

12. WORKING WITH THE LOCAL COMMUNITY

The flexibility that small schools and learning centres have by virtue of their size makes it much more possible for them to work cooperatively with the local community sharing resources and skills. Projects do not have to own all the facilities and equipment which they need if these are available within the locality. The obvious example is sport. It does not make sense for schools to buy or rent land or buy expensive sports equipment if there is a local leisure centre which can easily be used. Similarly when classes and learning groups are small it is easy to use the public library if there is one situated nearby. A rota can be set up among parents for transport.

But cooperation can and should go much further than this. The local environment – urban or rural – and local people can also be used as a resource much more easily than by large schools and large classes. For too long learning has taken place within the four walls of the school building wasting the vast opportunities provided by the world beyond school. It is important for children to see the purpose of their learning and to be able to relate it to real world questions and this can be achieved most effectively by focussing on real places, real people, real events and real issues. Small schools and learning centres need to think carefully about how they can maximise the potential provided by their own local situation.

It is of course a two-way process and there is much that schools can offer to the community as well in terms of environmental and community projects, special events, courses, facilities and so on. It is important that communities play an active role in the education of their young people and such cooperation is a critical lever by means of which this process can be encouraged.

LOCAL AGENDA 21

Many local authorities are actively working to Agenda 21 in an attempt to promote more environmentally sustainable practices in their area. Schools can form part of such an initiative and it might be possible for small schools to get local authority support if they can show how their work is underpinned by sustainable values.

THE SMALL SCHOOL, HARTLAND

The Small School, Hartland works within its local community in a number of different ways. For example:

The school sends students to the local Family Workshop to help look after the children while parents learn crafts. This provides valuable help to the organisers and gives school students a responsible role to fulfil, as well as learning some parenting skills.

The school has collaborated very successfully with local conservation groups on footpath restoration, woodland management and beach cleaning. It is a useful opportunity for local people to see school students out doing something for the community, as well as providing practical experience of caring for the environment.

Another fruitful area for school-community involvement is in arts projects. The school has run Lottery-funded arts projects during term time, open to the local community, which have been well attended, giving opportunities for adults and children to work together on really exciting activities, and brought in local primary school children and their teacher. Being a cultural resource for the area can be an important role for a small school, giving concerts, supplying players for local bands, providing a venue for cultural activities such as touring companies (you need a theatre licence for theatrical performances and an entertainment licence for any music and dancing).

Foreign visitors also provide good opportunities for contact with local schools and institutions: the school once had a large group of Japanese visitors who gave a cultural show in the primary school and exchanged gifts with a rather bemused Parish Council.

Supporting local businesses is extremely important, not only for goodwill but following the principles of Agenda 21 for more sustainable communities. It may be slightly more expensive to use a local business than a mail order firm, but the networking advantages can easily outweigh the difference. By sourcing as much as possible from local suppliers these suppliers will have an interest in supporting the school. If a school is doing its own cooking, then obviously it makes sense to buy locally wherever possible.

The use of the human resources of the area should also be mentioned, such as bringing in local craftspeople to teach their skills, calling on interested members of the community to help with reading, cooking, and gardening. The possibilities are endless. With sensitivity, care and respect, a network of mutually interdependent contacts which anchor the school in its community and improve the quality of life for everyone can be created.

WORKING WITH DIFFERENT AGENCIES

Schools of all kinds find that they need to work with a range of different agencies such as social services and the probation service. The example of St Paul's School in Birmingham shows this clearly. New projects have to be prepared for this.

ST PAUL'S COMMUNITY SCHOOL, BIRMINGHAM

St Paul's School is fortunate in being part of a federal community project. The Trust which is responsible for the school also has under its umbrella several other major centres: a Youth, Community and Play Centre, (with a City Farm); a pre-school Education and Nursery Centre; a Community Development and Services Centre which runs among other things, a community newspaper, events, training and other programmes.

The Trust has been developed over nearly 30 years and has enabled the school, despite its small size and its aim of helping disaffected young people, to be seen positively in the Community. It has meant access to more resources of all kinds and more support from a range of agencies than would otherwise have been possible. It has also allowed the school to contribute to the community – through access to its own resources, ideas and staff.

The school is at the heart of the community regeneration and development and other groups in the community seem to value the work done at St Paul's. Balsall Heath has a Neighbourhood Forum which is extending the opportunities for community partnerships all the time and there are all sorts of exciting development plans which are shared including a Welfare to Work Programme, environmental projects and new family welfare schemes. Needless to say, it's all relevant to life-long learning.

St Paul's works with many agencies of all kinds, partly because its involvement in a wide range of activities brings the school into partnership with others. There is an active relationship with the Social Services and with the Education, Leisure & Community, Housing and Environmental Services Departments. There is also cooperation with West Midlands Probation, the Police Forces and the Economic Development Department. A chart of the contact agencies has been produced and this includes vast numbers of major and smaller voluntary organisations. Some of these groups pay the school for services (e.g. West Midlands Probation) and others are partners in raising funds/carrying out work, for example Brumcan which is an environmental trust in Birmingham.

The staff are good at networking, they enjoy it and bring back important information, skills and fundraising ideas. The school wouldn't be so successful if this were not the case. Work is currently being done to set up a standing inter-agency 'conference' for the neighbourhood which will bring together a permanent body where mutual problems, aims and opportunities can be discussed, community solutions discovered and implementation initiated.

13. CURRICULUM AND EXAMINATIONS

As an independent school you do not have to follow the National Curriculum. Indeed one of the greatest benefits of independent schools is the freedom they have to develop their own curricula. The HMI will suggest that you keep an eye on the National Curriculum but this is entirely optional. However, if you want to apply for statutory funding you will need to follow the National Curriculum and carry out the associated tests (SATs). For information about the National Curriculum, contact the Quality and Curriculum Authority at 29 Bolton Street, London W1Y 7PD tel. 0171 509 5555 Web site at http://www.open.gov.uk/qca/

Human Scale Education believes that schools teaching alternative curricula should be eligible for statutory funding. For what is the point of having a diversity of schools if they are all teaching the same thing, and in the same way? In partnership with the Third Sector Schools Alliance we are campaigning on this issue.

One of the arguments against small schools is that the curriculum cannot be broad-based. In reality, however, you can do more in small schools than in big schools because the children are motivated and because teachers have more freedom to experiment.

Primary schools can get advice on maths/reading schemes from:

- teachers centres/resource centres
- Local Education Authority primary advisers
- teacher training department of local college/university
- practising teachers
- Centre for Reading and Language Development at the University of Reading (good resource centre)

THE CURRICULUM AT PARK SCHOOL, DARTINGTON

Park School (which is for primary-aged children) offers a human scale education which addresses the holistic needs of children. For this reason, each teaching group has a maximum of 16 children and staff are appointed on their ability to provide such education. High standards are expected.

Literacy and numeracy are systematically taught throughout the school as key ways in which children begin to make sense of their worlds.

In addition, there is a twin curriculum focus on environmental issues, through which most science is taught, and creative arts. The former are tackled on both a local scale (for example the younger children are involved in breeding and looking after hens) and globally (for example older children stay at the Centre for Alternative Technology).

Park School's location on the Dartington Estate helps inform and support the curriculum with regard to both the above and other curriculum areas, which relate to the "foundation" subjects in the national curriculum. There has been recent contact with: Schumacher College, Dartington College of Arts (for gamelan workshops and hosting music students), Barn Theatre, Art Gallery. The school performs in the Estate carol concert, has exhibited sculptures at Foxhole and uses the new Foxhole gym weekly.

In general the school has a non hierarchical view of the teaching/learning process, preferring an holistic approach. This is in marked contrast to state schools and the majority of independent schools which out of necessity (ie national curriculum and related testing requirements) or preference generally adopt a skills driven, hierarchical pedagogic model.

The teaching model is primarily formative: ie. it is determined by the individual child's ability and readiness to acquire new understanding.

Park has on going teacher training contact with Plymouth University. Recently, they have also had students on long term visits from Japan, and a visit from Danish teacher training students. The school attracts interest from all over the UK and abroad including the Third World.

THE CURRICULUM AT THE SMALL SCHOOL, HARTLAND

The school as a community aims to live by the values it seeks to impart. The design of buildings, furnishings and fittings contribute to the pupils' aesthetic education. Management structure and relationships between teachers and taught, especially the importance attached to meeting individual needs, reflect the human values of the community. There are no punishments. Each day two pupils and a member of staff prepare lunch. This gives an opportunity to serve; the meal itself helps the community to build and express itself. At the end of the day the pupils clean the work areas.

The curriculum has evolved from a tension between GCSE requirements and a desire to be holistic, which means giving as much attention to practical, creative and spiritual development as to intellectual.

Pupils are discouraged from taking more than seven GCSE's. Everyone is expected to take Humanities, English and English Literature, Art (which includes pottery and photography), Science and Maths. French is an optional extra. Most of these subjects encourage exploration. In the final year they should not occupy more than 50% of a pupil's time, leaving space for gardening, building, crafts, music and drama.

Religious studies*, sex education and IT are treated as cross curricular. The school is on the internet. All children play games for an afternoon a week. The second half of the summer term is arranged in 'special weeks' usually led by a visiting artist or specialist. There is always a writing week and a week away. Others can be devoted to music, drama, sculpture, maths, science, a national culture etc.

* To spell this out: there is a religious/spiritual dimension to all subjects. In humanities 'culture and beliefs' is a GCSE module, but beliefs and moral issues permeate other modules taken. Novels and plays are studied in terms of the moral issues they contain. Science, too, addresses issues that have moral and ethical dimensions. Underpinning all this are the examples set by teachers in their own lives and the personal contributions they make to school assemblies.

SEX AND RELIGIOUS EDUCATION

All schools have to have a written policy on sex education and religious education. An independent school is free to do what it likes in these areas but parents have to know what it is that is being done.

Sex education should be integrated across the curriculum with due attention paid to moral and emotional issues.

HMI commended the Small School, Hartland for the spiritual quality of its lunches, not only because everyone says the Peace Prayer but because serving and sharing food have a spiritual dimension.

EXAMINATIONS

SATs (Standard Assessment Tests)

SATs are tests which are applied at all state schools at Key Stages 1, 2 and 3 (ages 7, 11 and 14). Schools which are not part of the state system do not have to teach the National Curriculum and are therefore not obliged to do the SATs. There has been much opposition to the SATs since they were introduced. Many teachers and parents feel that they do not provide a full picture of a child's achievements as they only test a narrow range of skills. For this reason a teacher's own assessment of his or her pupils is more likely to reflect accurately the child's progress. The majority of schools connected with Human Scale Education do not administer the SATs.

GCSEs

Small schools offering secondary education can offer GCSE courses to their students. Schools can register as an examination centre (eg for GCSEs) with one of the boards and the advantage of this is that children can take their exams in a friendly environment that they know.

If the school decides to become an examination centre, exam papers have to be kept in a locked cabinet in a locked room.

For GCSEs training is provided by the exam boards – which run moderation days.

The alternative is to enter children for exams as external candidates elsewhere.

Schools should be aware that the DfEE produces a national league table of schools each year based on GCSE and SATs results.

GNVQs

GNVQs are vocational qualifications for 16-19 year olds in full time education and are an alternative to GCSE and A levels. They can be taken in a wide range of subjects such as hospitality and catering, tourism and information technology. Further information is available from the Quality and Curriculum Authority (QCA).

14. EQUIPMENT

You can probably get hold of a lot of the equipment you need second hand but it is important to be particular about the quality. At a school things get a lot of wear and tear and so equipment needs to be able to stand up to this. If people offer to give you equipment only accept things that are good, otherwise it is very easy to be treated as a dumping ground for people's junk. If it is not good enough for the home it is not good enough for the school.

Some of the things you will need:

- tables and chairs (tables give a different and more informal feel to a room than desks) - need to be the right height for the children, so you may need a range of different sizes.
- television and video - a licence to copy television programmes is available from the BBC (cost at present 30p per pupil per year) so you can build up a video library. Suggest using long play for recording.
- books - you will need to build up a good library, particularly if you opt not to do textbook teaching. Parents and visitors can be encouraged to donate books. Go round second hand and remaindered book shops.
- photocopier – can be rented (better than buying because of repairs). A photocopying licence is available. However you can't photocopy science materials or music, for example.
- paper – use scrap where possible
- blackboards (more ecological than whiteboards)
- science – you can approach local university departments, schools or relevant companies to see if they have equipment which they no longer need. A kit for doing science at home is available from the Open University.
- sports equipment - this is very expensive. A good way round this is to use a local sports centre.
- musical instruments
- arts & crafts equipment (sewing machines, kiln etc.)
- computers – for use in the classroom and for office use – sometimes universities have computers which they are no longer using

It is important to use the resources of the community and also to offer resources to the community.

You can get information about buying equipment from the local council. Some of them offer very good deals. Find out what the county policy is. Many have suppliers who will also supply local charities.

15. RELEVANT RESEARCH

There are various pieces of research which demonstrate the effectiveness of smaller structures in education which may be of use in putting the case for your project to funders/the media/parents. However there is a need for much more research in this whole area.

SMALLER SCHOOLS

The Northwest Regional Education Laboratory in Oregon in the USA has published research on the relationship of school size to various aspects of schooling. The findings show that "small schools do a better job than large ones on virtually every measure of student attitudes and achievement. Teachers like them, and their curricula don't suffer. They don't even cost more."

The main findings are:

- Academic achievement in small schools is at least equal – and often superior – to that of large schools
- Student attitudes toward school in general and toward particular school subjects are more positive in small schools
- Student social behaviour (as measured by truancy, discipline problems, violence etc.) is more positive in small schools
- Levels of extracurricular participation are much higher and more varied in small schools
- Student attendance is better in small schools
- A smaller percentage of students drop out from small schools
- Students have a greater sense of belonging in small schools
- Student academic and general self-regard is higher in small schools
- Interpersonal relationships between and among students, teachers and administrators are more positive in small schools
- Teacher attitudes towards their work are more positive in small schools
- Larger schools are not necessarily less expensive to operate than small schools

Taken from Kathleen Cotton *School Size, School Climate and Student Performance, Close-up No. 20 1996*
Available from the Northwest Regional Educational Laboratory, Portland, Oregon, USA
tel. 001 503 275 9618
Web site http://www.nwrel.org/scpd/sirs/10/c020.html

The National Association for Small Schools (NASS) has published its own results for Key Stage 2 tests in 1996 and 1997 as the national league tables published by the DfEE do not include results from schools where there are 10 or less children in the age group taking the tests. (This is to protect individual children from possible identification.) The results published by NASS present a conclusive picture.

Year	English level 4 or above		Maths level 4 or above		Science level 4 or above	
1996	10 or less in age group 1579 schools	More than 10 13030 schools	10 or less	More than 10	10 or less	More than 10
	66%	57%	65%	54%	74%	62%
1997	1548 schools	13078 schools				
	70%	63%	70%	62%	76%	69%

From these results it can be seen that the smaller schools (around 11% of all schools) do consistently better. The same conclusions emerge from Professor Colin Richards' analysis of a substantial number of OFSTED lesson observation grades in Education Journal (Feb 98). There is a small but clear differential in favour of small schools and an interesting hint that as small schools become even smaller their results improve. Furthermore, OFSTED recently announced that in the provision of specialist teaching very small schools and paradoxically very large schools did best.

Further details from NASS, Cloudshill, High Street, Shutford, Banbury, OX15 6PQ
Tel. 01295 780225 Fax. 01295 780308

SMALLER CLASSES

The STAR (Student/Teacher Achievement Ratio) Project in Tennessee, USA, a large-scale project initially conducted between 1985 and 1989 found that children taught in infant classes of 13 to 17 pupils consistently did better in tests in a range of subjects than their peers who were taught in regular classes or in regular classes with a teaching assistant.

The research is ongoing and has since found that five years after being returned to normal sized classes, the children who were taught in smaller classes are still doing better than their peers. The research is now being extended to cover attendance, discipline records, participation in class and drop-out rates.

This research has resulted in 27 American states either passing legislation to reduce infant class sizes or testing the impact of smaller classes. The state of California, for example, is investing $1 billion per year to educate infants in classes of under 20.

Further information on the STAR project is available from:
Center for Research in Basic Skills, Tennessee State University, 330 Tenth Avenue North, Suite J, Nashville, TN 37203. USA
Tel. 001 615 963 7231 Fax. 001 615 963 7214

The National Foundation for Educational Research (NFER) has been researching teachers' experience of teaching smaller numbers of pupils. The project *Every Pupil Counts* involved 900 head teachers and 700 teachers from 400 schools. They were all asked to keep a diary of their observations about class size. All of the teachers had experience of teaching in larger and smaller classes. Most of the participants wanted to see classes of well below 30 and they affirmed that any attempt to reduce class sizes was welcome. Teachers of large classes in this survey expressed frustration, disappointment and guilt at not being able to meet the needs of their pupils. Those teaching in smaller classes were more positive and confident about the progress of their pupils. Interviews suggested that morale, motivation and self-esteem of teachers was affected by large classes and that overcrowding of classrooms had a negative effect on pupil behaviour. Smaller classes enabled teachers to use a greater variety of methods and provide a richer environment for their pupils.

Further information from NFER, The Mere, Upton Park, Slough, tel.01753 574123

The National Association of Head Teachers (NAHT) commissioned a study by Nottingham University on Class Size Research and the Quality of Education in 1996. This study found that smaller classes help children learn more easily while larger classes lead to worse academic performance and bad behaviour. In particular the study indicated that:

- Small classes (eg. of around 15) can result in increased learning gains in the early years of schooling
- These effects are most marked in the early years
- Studies examining student attitudes, self-concept and motivation have found the most positive effects in small classes in the primary years
- Small classes can have a beneficial effect on the academic achievement of children from low income families and those learning English as a second language
- The benefits to be gained from smaller classes are unlikely to be marked unless teachers change their teaching style to exploit the opportunities of smaller groups
- Large classes and the overcrowding of classrooms are associated with lower student achievement measured by reading proficiency and mathematics competency tests

Details are available from NAHT, 1 Heath Square, Boltro Road, Haywards Heath, West Sussex RH16 1BL. Tel. 01444 472472 fax. 01444 472473
Web site: http://www.naht.org.uk

The University of London, Institute of Education is conducting an extensive survey entitled Class Size Research Project. A sample of 12,000 children is being used to investigate questions relating to educational process and achievement.

Further details from Dr Peter Blatchford, The Institute of Education, University of London, 20 Bedford Way, London WC1H 0AL

16. HOW HUMAN SCALE EDUCATION-CAN HELP

There are a number of ways in which Human Scale Education offers support to groups wishing to set up a school or learning centre.

Workshops
Workshops are held regularly on the subject of *Setting up a School or Learning Centre.* These generally take place at a weekend and address most of the issues covered in this pack. For details of the next workshop contact Human Scale Education.

There is an annual workshop for people working in small schools or learning centres. These workshops are an opportunity to meet, talk and share experiences with people working on similar projects. They help to reduce the isolation that can be felt by people working in this field.

Networking
It is helpful that there is an informal network of small schools/learning centres and we try to build this up through our conferences and workshops. It is valuable for teachers to visit other schools to see how things are done in a different situation and we can always advise on contacts. A lot can be achieved through self-help in this way.

Advice
If you have a specific query or problem you can contact us by phone, fax, email or letter and we will do our best to help. If we are unable to help we may well be able to point you in the direction of someone who can.

Consultancy/Training
We can arrange to visit your school or group to give a talk or for training purposes. We may ask for a small donation towards our costs.

Publications
We produce and sell a range of publications which may be of use. In particular, our Newsletter, which comes out three times a year, serves to network between the different projects subscribing to human scale values. Projects are able to advertise in the newsletter, for example when they are looking for staff.

Events
We organise a range of events over the year from our Annual Conference to smaller seminars and workshops. Some of these may be of particular relevance to your project.

Local Groups
Groups or projects are able to affiliate to Human Scale Education as a local branch. We are able to offer small loans to individuals or groups wishing to set up a local

branch. One of the advantages of being an affiliated branch is that you can collect subscriptions locally and keep 25% of membership fees for the branch. Local branches exist for a range of purposes eg. raising awareness about the need for a more human scale approach to education, campaigning, working in local schools, setting up a new educational project.

If you are a local branch Human Scale Education may be able to receive funds on your behalf until such time as your project has been granted charitable status.

Lobbying

Human Scale Education is continually lobbying Members of Parliament on the benefits of smaller scale structures in education and on the need for state funding for different kinds of schools. We were instrumental in setting up the Third Sector Schools Alliance which brings together the different types of school which are seeking state funding. As the UK office of the European Forum for Freedom in Education we are in touch with a wide range of different educational initiatives across Europe. Knowledge of the situation regarding diversity of provision and public funding of different educational initiatives in different countries strengthens our case in the UK.

Small schools and learning centres are encouraged to join Human Scale Education to be kept in touch with developments in this field and to support our work.

APPENDIX 1

SAMPLE CONTRACT OF EMPLOYMENT

The following contract is an example of one used by one of the schools associated with Human Scale Education.

Name

Job Title
Date of Commencement of Employment
Duration of Contract
Date of Issue of this Statement

1. Statement

This statement by XXX School gives particulars of the terms and conditions upon which you are employed on the date of issue of this statement, as specified above, and in accordance with the Employment Protection (consolidation) Act 1978, the Employment Act 1980 and the Employment Act 1982.

2. Period of Employment

No period of employment with a previous employer counts as part of your continuous period of employment at the School, which commenced on the date specified above.

3. Remuneration

Your salary will be fixed by XXX School Council of Management (hereinafter 'the Council') on 1 September each year and adjusted on that date.
Your salary is payable by monthly instalments, which will be paid for the current month by the School's Treasurer on the fifteenth day of the month, or on the Friday preceding.

4. Pension

Pension arrangements will be agreed at the time of appointment and stated in clause 14 (Special Terms) of this contract.

5. Extent and nature of duties

All members of staff are expected, during School terms, to work such hours and to undertake such duties as may reasonably be required to meet the particular needs of their respective groups and to contribute personally to the well-being and general activities of the School.

Subject to any reasonable requirements of the School, staff are entitled to leave of absence during School vacations.

Members of staff shall not, except with prior consent, undertake any commitment that may interfere with performance of normal duties, and shall not undertake any commitment which would bring XXX School into disrepute.

Staff are expected to familiarise themselves with the Statement of Intent and other statements of policy and philosophy that shall from time to time be agreed by the school, and to act in accordance with them in their work.

6. Sick leave and Pay

Sick pay is paid according to the minimum Statutory Sick Pay (SSP) arrangements for employees who have been off sick for four or more consecutive days. The payments are made according to the details outlined in the Guide to Statutory Sick Pay issued by the Department of Social Security Booklet NI 268. A current copy is held in the accounts cupboard and a sample copy in the office file 'Employment; Terms and Conditions'.

The school reserves the right to require you to undergo a medical examination by a doctor or consultant nominated by it, at any time during your employment, in which event the school will bear the costs.

7. Other leave

Leave for reasons not covered by statutory regulations should be requested from the teacher in charge who may consult the Chair of the Council. The Chair may choose to refer the matter to the full Council.

8. Notice of termination of employment

Your employment may be terminated by giving notice at the latest by November 1st, for 31st December, February 1st for 30th April and June lst for 31 August, in writing, on either side.

The Council of Management may exercise their discretion in exceptional circumstances where notice for a shorter period has been given by you.

The age of sixty will be deemed the suitable age for retirement from XXX School.

9. Grievance and Disciplinary Procedures

A copy of the School's Grievance and Disciplinary Procedures is attached.

10. Health and Safety

XXX School undertakes to comply with the Offices, Shops and Railway Premises Act 1963, the Health and Safety at Work etc. Act 1974 and any associated amendments, regulations and codes of practice, to provide and maintain a working environment for all employees that is safe, without risk to health and with adequate arrangements for staff welfare. All staff are expected to actively contribute to maintaining a safe and healthy environment.

11. Confidentiality

When information is made known or is discovered regarding a child, their family or other staff members which may be sensitive, due care and attention should be taken to preserve confidentiality. When in doubt, a teacher should seek the permission of the party or parties involved before making use of this information in any way.

You will be granted access by the Council of Management to any confidential records written by the school that name you.

12. Further changes in employment law

From time to time, there are changes in the legal provisions affecting employment. Copies of the current legislation are available from the school office.

13. Variations

The school reserves the right to amend these particulars by giving two calendar month's notice in writing.

Issued by ..... (Employer)

Received by ..... (Employee)

14. Special terms (if any)

Fixed Term Contracts

Under present employment law, there are certain requirements covering fixed term contracts.

The contract will be reviewed six months before its expiry. Following that review you will be informed whether a further contract will be offered.

It is now common for 'waiver' clauses to be associated with fixed-term contracts. This means that (in accordance with Section 142 of the Employment Protection [Consolidation] Act 1978), your appointment will be subject to your agreement in writing that in respect of your dismissal from your employment when the dismissal consists solely of the expiry of the term of the contract without its being renewed, you waive any claim to unfair dismissal and/or redundancy pay.

.....

In accepting the offer of employment as set out in the Terms and Conditions of Service I hereby agree that, in respect of my dismissal from employment when the dismissal consists solely of the expiry of the term of the contract without its being renewed, I waive my rights to claim unfair dismissal and/or redundancy pay.

Signed.....

Date .....

APPENDIX 2

Two Case Studies

by Rosalyn Spencer

DAME CATHERINE HARPUR'S SCHOOL & EAST MIDLANDS FLEXI COLLEGE

Dame Catherine Harpur's School in Ticknall, Derbyshire is a small primary school in a traditional school building set in an idyllic situation bordering open countryside. There are three classrooms and a comfortable library which is also used as a meeting area. Outside, there is a large garden, a wildlife area including a pond, an organic vegetable plot and chickens running free in addition to a spacious playground. The school's strong emphasis on sustainability is obvious from the different waste containers in constant use, and the solar panels which heat the water in the toilet block.

The three classes at Dame Catherine's are deliberately kept small, with no more than fifteen children in each class. A child-centred education is offered with an emphasis on meeting the needs of each individual child. According to the prospectus, the school offers *"An education which is about questioning, discovering and exploring – rather than regurgitating given facts – where we go beyond the National Curriculum with no framework of testing"*

The first head teacher was Philip Toogood. Whilst working in his previous position as the national co-ordinator for Human Scale Education he was contacted by parents and residents of Ticknall who were angry that the local authority had decided to close their village school. Philip recommended that the history of the building be explored and it was thus discovered that the building was not owned by the County Council at all, but was held in a trust founded in 1744 by Dame Catherine Harpur. The trust deed stated that the building belonged to the villagers of Calke and Ticknall for the purposes of providing free education. Subsequently, Philip and his wife Annabel were asked by parents to come to Ticknall to re-open the school as a free independent small school. They became its first teachers in the summer of 1987.

Although Dame Catherine's claims to be a non-fee paying school, parents are generally expected to make a voluntary contribution towards the school's running costs as well as take part in general fund-raising. The current voluntary contribution stands at £50 per month and parents are expected to pay unless circumstances are exceptional. The contribution is very low in comparison to private school fees, but it does call into question whether the school is actually free.

Philip Toogood has a strong belief in "Learner Managed Learning" and attempted to put this into practice at Dame Catherine's: *"What distinguishes the learners managing their own learning is the motivation to choose to learn and to act upon that choice effectively. Whether that learning is then carried out by working alone, or working co-operatively in a group, or by deciding to submit to formal instruction, is not the issue. All these*

styles of learning can be harnessed in turn, as deemed appropriate by autonomous learn - ers." (Meighan and Toogood, Anatomy of Choice in Education, Education Now, 1992)

A feature of Dame Catherine's under Philip Toogood was the independent learning session and the way in which this was aided by classroom organisation. Tables were arranged in the centre of the room for groups of children to work at. Along each of two walls was a long work bench, divided by partitions that formed individual study cubicles. Each child had their own cubicle identified by their own books on a shelf, personal photographs, individual work plans and timetables. The children obviously enjoyed having their own personal space, and also the ability to choose where they wanted to sit and how they wanted to work towards a particular activity.

Dame Catherine's was set up to run democratically. The school could not have survived and thrived the way it has without the enthusiastic support of its parents. To this day, parents help with lunch time supervision, handle the school's administration, undertake the cleaning and decorating, organise the fund-raising and are generally involved in the day to day running of the school. An extra responsibility which all parents undertake, is to spend time working in The Catherine Wheel, an aptly named craft shop belonging to the school, situated in the vicinity of a popular local tourist attraction. All the profits of the shop help to keep the school running.

The Toogoods left Dame Catherine's in 1995 to concentrate on running another project that Philip had set up – The Flexicollege, a small secondary school which some of the children from Dame Catherine's progressed on to. Philip was replaced as head teacher by Ian Mitchell. Ian's style of leadership was very different to Philip's – more traditional in some ways. But the basic philosophy underpinning the school remained the same. His view of the school was that it should *"let the kids be what they can be as far as possible, and to focus on the positive..... it isn't freedom to express themselves in a kind of loose, liberal Summerhill way, or anything like that. It's much more structured than that, if only because, I think that's what a lot of the parents want."* (Ian Mitchell, interview, April 1997)

The school continued to do well under Ian Mitchell. However three years on he has left the school (he originally stepped in as a temporary replacement) and a new head, appointed by the parent body, took over in September 1998.

Meanwhile the Flexicollege which started as an extension of Dame Catherine's has now become completely separate and has moved to Burton on Trent. The idea of the Flexicollege is that it is a group of 15 students with one tutor operating from a small study centre in an area in which the community has many facilities which the group can share. Philip Toogood's aim has been to found a federation of such Flexicolleges of which the one in Burton on Trent is to be the first.

The students work in small groups with a flexible approach geared to individual needs. *"It is called a college because of the contractual basis of membership between tutor and student and vice versa. The bases of this contract are co-operation, self-management and democratic practice. It aims to avoid the setting of learning apart from the community of business, family and everyday life."* (Clive Harber, Small Schools and Democratic Practice, Educational Heretics Press, 1996)

An interesting concept that is being developed at the Flexicollege is that parents too should show a willingness to undertake further education for themselves. The parents generally agree to attend one after school session each week to work towards a recognised qualification. This not only results in a closer relationship with the parents who set a good example to the younger students, but it also helps to access government funding.

At both Dame Catherine's and the East Midlands Flexicollege, the students are confident and happy, and obviously enjoy the close relationships they share with their teachers. They now operate completely independently of each other with Dame Catherine's being held together by a strong group of committed parents and the Flexicollege striving forward under the ever-enthusiastic leadership of Philip Toogood.

2. OAKLANDS SMALL SCHOOL 1993-1996

Oaklands Small School was set up as a non-fee paying, parent run school in September, 1993. It was based in the small dock town of Goole, North Humberside (now the East Riding of Yorkshire), on the banks of the River Ouse.

Goole became a new town in Victorian times and although the town itself still has a mainly indigenous population, the outlying villages have attracted a number of commuters because of low house prices and good motorway links to Leeds, Hull, Doncaster and Sheffield. Although the commuters have brought some wealth to the surrounding areas, Goole itself is still a relatively poor area. There is a lot of unemployment, many boarded up shops, no cinema, a tiny theatre for occasional one night productions, a thriving leisure centre, a small train station and one of the highest percentages in the country of families without cars.

I came to Goole with my family a year after my son was born in order to open a children's nursery. I had already been teaching for five years in mainstream education and was committed to my work. After extensive alterations to a four storey detached house which we had managed to purchase for £29,000 the nursery opened on the ground floor of the house in 1985 and extended to the first floor the following year. It became so successful that we extended into the building next door and became a thriving 46 place nursery.

However, all was not well. I became increasingly concerned about feedback I was getting from parents about their children's experiences after they had left the nursery. The time and effort I had spent visiting and liaising with the primary schools we fed seemed in the main to be wasted. It quickly became obvious that it was impossible for the teachers in mainstream education to offer each individual child the time and attention we were able to offer in the nursery. It wasn't that the teachers didn't care, but it was simply the constraints of the system and having such large classes.

My own son was having difficulties at school and I became anxious about my daughter who was due to start school the following year. It was then that I heard of a Government White Paper published earlier in the year entitled "Choice and Diversity" which appeared to offer hope in the way of possible government funding for small schools, and I attended a weekend workshop run by Human Scale Education on setting up a small school.

That weekend was to change the lives of my family dramatically. Being completely inspired and enthused, I promptly sent out a letter to all the nursery parents, asking them if they would like to attend a meeting to discuss the possibility of opening a small school. The meeting was a great success and immediately various working groups were set up to decide on such issues as where and when, the constitution, fund raising and so on.

Some parents dropped out when a decision was made for the school to be non-fee paying. They thought that having to rely on voluntary contributions and trust funding was too risky, and would be a threat to their children's security. Others felt that it was important that all children should be given open access without fees as a barrier, and that this may make it easier to obtain trust funding.

After months of meetings with interested parents, a small school called The New School opened in one room above the nursery, in our own house, catering for twelve primary aged children. As no fees were being charged, parents agreed to make voluntary contributions towards the running of the school and offered their time to assist with certain activities, do the cleaning, secretarial work and so on. Fund raising activities had only enabled us to buy books, furniture and equipment, so I offered my teaching services free of charge initially to enable the school to get started.

The school was based on a continental day with a core curriculum being offered from 8.30am until 1.30pm with a half hour break mid-morning. During the afternoons there was an 'Afternoon Club' until 3.30pm which meant that children had the option to stay on for recreational activities or could be collected by their parents and spend the afternoon at home. It was also agreed that no fees would be charged for the afternoon sessions. I had pushed for this type of day at our earlier meetings for a number of reasons, but particularly because I enjoyed spending time with my own children, and I recognised the value of home education. I later found out that a number of prospective parents were interested in the concept of the school but the prospect of the continental day put them off. Many of them were unaware of the optional afternoon activities. However, some people did recognise the positive aspects of the structure of our school day and it remained in force.

By the end of the first term we had two amazing pieces of news. First of all a parent's letter to a Trust Fund had been successful in attracting £10,000 worth of funding for the school's first year together with the promise of a further £10,000 in twelve months if the school continued to make good progress. The second piece of news was just as amazing. A local benefactor had heard of our plight to find more suitable premises and had made a successful bid to buy a recently disused local village school from the local authority for our use. We would be responsible for the upkeep of the building but no rent would be charged. It was like a dream come true!

Parents helped with the move into the new premises over the Christmas holidays and we jointly agreed on a new name of Oaklands Small School. The trust funding, together with voluntary parental contributions and fund raising enabled us to pay for part time specialist teachers for science, music and French. One of our supporters was a mathematics lecturer at a teacher training college and as part of his in-service training he arranged to spend one morning a week at our school on a voluntary basis. We had other similar offers of help, and consequently were able to offer the children a full and well balanced curriculum.

The move to an outlying village was not without its problems. A number of parents did not have their own transport, and elaborate plans to organise lift sharing did not always run smoothly. There were some 'casualties' to the school as a result of these problems.

Oaklands Small School, however, continued to grow and thrive. The children were taught in small groups and there was flexibility between groups. For example, a very bright five year old might opt to join the seven and eight year olds for an English session, but could later return to a group of four and five year olds for a session of water play. The school adapted as much as it could to meet the needs of individual children. In its third year, we also had a small group of secondary pupils. By now, twenty four children were attending the school and we received very favourable reports from Her Majesty's Inspectors of schools whenever they came to visit.

New parents and families all had something to offer the school, whether helping with sculpting, art classes, technology, or reading. Sometimes new parents were qualified teachers themselves who had become disillusioned with the state system, and some were home educators who used Oaklands for their children on a part time basis.

Unfortunately Oaklands had to close after three years as no further trust funding could be obtained, and the benefactor's position having changed, we now had to pay rent. Our decision to be non-fee paying certainly led to our demise, as the voluntary contributions we received were insufficient to sustain the school financially. We had tried numerous ways to attract sponsors and to fund raise but not being in an affluent area did not help. We were all exhausted from the effort of trying to keep the school ticking over financially, and even then it just wasn't enough. If only government funding had materialised, a lot of children would still be helped today.

Far from failing, however, Oaklands had succeeded in achieving what it was meant to achieve for those children who were fortunate enough to attend. It also brought "alternative" educational methods to the forefront of local educational debate from time to time, and was an invaluable "learning experience" for many people who came to visit the school. I continue to receive positive feedback from the children who have had to return to mainstream education. They are grateful for the time they spent at Oaklands, have more self-confidence and are better able to cope within the state system. Some children did not return to the state sector but are now being home educated.

APPENDIX 3

About Human Scale Education

We call our organisation Human Scale Education because we believe in education on a human scale as described in our guiding principles.

OUR PRINCIPLES

Human Scale Education is a life-long process of development of the whole person. It helps people to grow in all aspects: in knowledge and skills, in health, in feeling and judgement, in sense of responsibility. It stimulates and channels positively their creativity.

Human Scale Education depends crucially on the quality of the relationships within and between communities, from the family through the community of the school to that of the whole earth. These relationships have to be founded on mutual respect and care for the needs of others and the environment.

In Human Scale Education each person is valued equally, helped to build up self-esteem and a sense of personal identity and encouraged to make a full contribution to the communities to which he or she belongs.

In Human Scale Education learning is an active process. Learners become aware of their own development, identify for themselves how to extend the range of their understanding and are able to control what, how and at what pace they learn. Teachers assist this process rather than deliver packaged knowledge and ideas.

Human Scale Education is a partnership between learner and teacher, learner and community, teacher and parent and between learners themselves. Responsibility for learning is shared, though adults accept the additional responsibility of bringing together practice and principles.

Though Human Scale Education requires effort and commitment on the part of both learners and teachers, it is essentially enjoyable and brings a sense of achievement.

Everyone has the right to Human Scale Education: it should be free of charge, accessible to all without exception and not predetermined by experience or the lack of it.

WHY A HUMAN SCALE EDUCATION MOVEMENT?

The principles guiding Human Scale Education are generally accepted by most people in education and the majority of schools would claim that they apply them. In practice, no matter their intention, few act on them all to a significant extent. Their size (especially that of secondary schools), their internal structures and the constraints imposed on them by the government are the main obstacles.

Size

We do not believe that small schools are automatically good and large schools automatically bad but we do believe that the application of the principles we support is easiest in a school where adults and children can all get to know each other well. Conversely a large school of more than a thousand pupils will find it hardest to avoid alienation, disaffection and failure on the part of some pupils and indeed some teachers. We therefore oppose the closing of small schools claimed to be uneconomic and advocate the restructuring of existing large schools so that most activities take place in human scale size groupings. Alternatively, where practicable we propose closing these large schools and reopening them as clusters of autonomous small schools on the site of the redundant large school.

Structures

Other structural aspects which we believe prevent schools from being human scale are the artificial separation of academic and pastoral responsibilities, the compartmentalised teaching of subjects, the consequent allocation of space, time and staff around these, the over-emphasis on academic work and the excessive amount of time youngsters are expected to devote most days to sedentary tasks.

Government-imposed constraints

These have been increasing since the 80s. A prescriptive National Curriculum, the Standard Assessment Tests and the League Tables make it very difficult for schools to serve the individual needs of children and to provide a balanced education which develops all aspects of the person. The government is now beginning even to impose on teachers precise teaching methods in some areas of the curriculum. The published league tables of public exam results deter schools from straying from the prescribed path and attempting to educate their pupils fully rather than just helping them pass exams.

Support for children, parents and teachers

We see ourselves as children's advocates while working towards the day when children are encouraged to speak for themselves and their views and inclinations are seriously taken into account. Until then we speak for them with the full confidence that all children without exception would thrive at schools which are truly human scale.

We wish to work with parents (and their organisations), who do not accept that the role of schools is the narrow one they are at present expected to fulfil, i.e. to help pupils in their first steps up the ladder to find a niche for themselves in the fiercely competitive world of today. Such parents are, we believe, the majority and we hope they will join forces with us to insist on a broad education for their children which equips them to find fulfilment in many ways, not just in material success.

We also wish to work with teachers (and their organisations) who know only too well that they could do a better job given the opportunity to apply fully the principles of Human Scale Education. In recent years teachers have been harshly criticised and made responsible for many of the evils of society whereas they have the best interests of children at heart and want to help them become creative people and responsible citizens. We hope they too will join our movement.

Our vision

Indeed we hope to work with anyone who shares our vision of a safer, fairer and more sustainable world achieved by the will and effort of people who have blossomed in the peaceful, caring and stimulating atmosphere of schools where they felt they mattered.

At the present time we are specifically active in:

- Encouraging large schools to restructure into smaller units
- Advising and supporting groups of parents and/or teachers wishing to set up a small school within the state system
- Informing policy makers of the benefits of human scale structures
- Disseminating information on small schools and on human scale practice in the UK, Europe and the USA

Further information is available from:

Human Scale Education, 96 Carlingcott, Bath BA2 8AW

Further Reading

*Carnie F, Large M and Tasker M (Eds) (1996) ***Freeing Education: Steps towards real choice and diversity in schools,*** Hawthorn Press, Stroud
£9.95 ISBN 1 1869 890 82 5

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£11.95 ISBN 1 81726 34 5

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Levin A ***Teaching Young Children in Violent Times: Building a peaceable classroom*** (1994) Carpenter, Oxford £12.99 ISBN 0 942349 08 3

*Lieberman A (1997) ***Visit to a Small School (Trying to do Big Things),*** NCREST, New York £7.00

*Martin C ***The Holistic Educators,*** Educational Heretics Press, Nottingham
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Masheder M (1998) ***Freedom from Bullying,*** Greenprint £8.99 ISBN 18425 092 2

Meier D ***The Power of their Ideas,*** Beacon Press, Boston USA ISBN 8070 3111 9

*Meighan R ***Flexischooling,*** Education Now Books, Nottingham
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*Meighan R ***The Next Learning System*** (1997) Educational Heretics Press, Nottingham £7.95 ISBN 1 900219 04 2

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*Randle D (1992) ***Issues in Green Education,*** Education Now, Nottingham
£4.95 ISBN 1 871526 11 6

Rogers C ***Freedom to Learn for the 80s,*** Charles E Merrill Publishing Co, London

Thomson J (ed) (1994) ***Natural Childhood,*** Gaia Books, Stroud
£18.99 ISBN 1 85675 091 4

White M ***Raising Self Esteem:*** 50 Activities (1995) Daniel's Publishing, Cambridge ISBN 1 85467 231 2

* Available from Human Scale Education. To order please send a cheque made payable to Human Scale Education to 96 Carlingcott, Bath BA2 8AW.

Useful Contacts

Charities Aid Foundation
Kings Hill
West Malling
Kent ME19 4TA
Tel. 01732 520000
Advises on tax efficient giving

Charities Commission

St Albans House	2nd Floor	Woodfield House
57-60 Haymarket	20 Kings Parade	Tangier
London SW1Y 4QX	Queens Dock	Taunton
Tel. 0171 210 4548	Liverpool L3 4DQ	Somerset TAI 4BL
	0151 703 1652	01823 345190

Department for Education and Employment (Independent Schools Team)
Mowden Hall
Darlington DL3 9BG
Tel. 01325 460155

Directory of Social Change
24 Stephenson Way
London NW1 2DP
Tel. 0171 435 8171

Runs courses on fundraising and many other subjects of value to charities.
Also produces a wide range of publications.

HMSO
P O Box 276
London SW8 5DT
Tel. 0171 873 9090

Industrial Common Ownership Movement Limited (ICOM)
Vassalli House
20 Central Rd
Leeds LS1 6DE
Tel. 0113 246 1737
Email: icom@icom.org.uk

National Association of Councils for Voluntary Services (NACVS)
3rd Floor Arundel Court
177 Arundel Street
Sheffield S1 2NU
Tel. 0114 278 6636

NACVS is the umbrella body for 250 local CVS offices. Local CVS offices provide advice, support and information to local charities and voluntary organisations. For details of your local CVS contact NACVS.

National Council for Voluntary Organisations (NCVO)
Regents Wharf
8 All Saints Street
London N1 9RL
Tel. 0171 713 6161

Offers advice to charities on a wide range of subjects. Also runs seminars and produces publications.

Quality and Curriculum Authority (QCA)
29 Bolton Street
London W1Y 7PD
Tel: 0171 509 5555

Provides information about the National Curriculum and SATs.

Registrar of Companies
Companies House
Crown Way
Cardiff CF4 3UZ
Tel. 01222 380801

Third Sector Schools Alliance
229 Dedworth Road
Windsor SL4 4JW
Tel.01753 854580

Campaigns for statutory funding for independent schools wishing to be part of the state system.

PRINTED ON RECYCLED PAPER